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ABSTRACT

In an effort to develop a marketing plan for the recruitment of students directly from high school, Johnson County Community College (JCCC) conducted a survey in Fall 1978 of 1,947 juniors and seniors at eight county high schools to determine student demographic characteristics, occupational and educational aspirations, college attendance plans, program interests, and perceptions of JCCC. Selected survey results indicate that choosing the right job was the most important goal for the students, followed by job success, being a good parent, and being able to understand people. While 56% of the students had decided on the type of work they would like to have in ten years, 76.2% indicated they would like more information on career choices. Students were more interested in professional occupations than technical jobs, and 51.7% planned to attend college directly after high school. The most popular reasons for attending college were to prepare for a better paying job, to enhance self-understanding, and to promote personal development. While JCCC was the most popular institution of those indicating a specific college choice, only 8.8% of the respondents felt that they knew "quite a bit" about JCCC. The survey report compares findings related to male and female students, Shawnee Mission and other high school students, and students with varying post-graduation plans. (JP)

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Johnson County High School Students Goals, Perceptions and Aspirations

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Office of Institutional Research
Johnson County Community College
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JOHNSON COUNTY HIGH SCHOOL STUDENTS: GOALS, PERCEPTIONS AND ASPIRATIONS

ABSTRACT

During fall semester 1978, members of the research staff at Johnson County Community College surveyed 1947 juniors and seniors at eight county high schools. The survey instrument covered a wide range of topics: background information, goals, career plans, college attendance plans, program interests, and perceptions of JCCC. Results were analyzed in a number of ways to provide information that would be useful in the development of a marketing plan for the College. Some of the major findings from the survey are highlighted below.

Overall Results

- Goals most often selected as very important were:
  Choosing the right job (95.2%)
  Being successful in a job (93.0%)
  Being a good parent (86.8%)

  Being able to understand people (75.5%)
  Developing a strong set of values (75.3%)
  Being in good physical shape (69.5%)
  Being a good citizen (50.9%)

- Over three-fourths (76.2%) of the students indicated that they would like more information about career choices.

- Over half of the students planned definitely to attend college right after high school; 12.5 percent planned to attend but intended to wait a year or more, 20.3 percent felt they would possibly attend, and 15.6 percent were definitely planning not to attend.

- Students were generally more interested in professional types of jobs than in technical or non-technical jobs.

- Students who did not plan to attend college felt that it was irrelevent to their career plans and that they were not properly prepared for college.

- Students who planned to attend college were generally hoping to prepare for a better paying job and to develop personal and interpersonal skills.

- JCCC and the University of Kansas were the most popular college choices. Many students, however, had not yet selected a specific college.

- Students' selection of a specific college is strongly influenced by career aspirations and the variety and quality of programs offered.

- Nearly three-fourths of the college-bound students planned to obtain at least a bachelor's degree.

- Nearly all students planned to work while attending college and about half felt they would need outside financial assistance.

- The ten career areas from the survey in which students were most interested in receiving extensive training were:

  Commercial Photography (14.0%)
  Sales/Marketing Management (13.8%)
  Automotive Mechanics (12.6%)
  Journalism/Advertising (11.1%)
  Fashion Merchandising (10.9%)

  Early Childhood Education (10.3%)
  Commercial Art (10.1%)
  Electronics (10.0%)
  Business/Foreign Language (9.5%)
  Carpentry (9.5%)

- Even though most students had exposure to the College through advertising or personal contact, only 8.8 percent felt they knew "quite a bit" about JCCC.

- Students' impressions of the College were generally favorable, but convenience of location was the only area rated excellent by over half the respondents.

Differences Among Various Categories of Students

- Women were more likely than men to plan to attend college immediately after high school.

- Career interests of men and women differed markedly.

- Men were far more likely to be undecided about their choice of a college than were women.

- Men were more interested in receiving training in high technology areas than were women.

- Women knew more about JCCC, were more favorable toward the College, and were more likely to choose to attend JCCC.

- Shawnee Mission students appear to have somewhat higher educational aspirations on the average than students from other county high schools.

- The University of Kansas was the most popular choice of college among Shawnee Mission students and JCCC was the most popular among students at other high schools.

- Students' career interests varied with college attendance plans.

- Students who chose JCCC tended to be less committed to college than students who chose other colleges.

Implications of Survey Results

- Information regarding JCCC programs should stress their transferability and their relevance to career options.
- Career exploration programs for high school students could meet a community need and increase students' awareness of JCCC.
- The College should explore reasons for the relative lack of interest in JCCC shown by male students.
- Recruitment efforts should begin by students' junior year.
- Development of "heavy technology" programs should help attract students who otherwise would not consider JCCC.
- The College needs to increase students' awareness and knowledge of JCCC's programs and services.

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JOHNSON COUNTY HIGH SCHOOL STUDENTS: GOALS, PERCEPTIONS AND ASPIRATIONS

I. INTRODUCTION

In August 1972, when JCCC moved to its new permanent campus, it attracted 24.0 percent of the spring graduates from Johnson County high schools. The percentage dropped to 20.0 percent the next year and remained at approximately that level until 1978 when it dipped to 18.4 percent (See Table 1). If the college had been able to attract 24 percent of the high school graduates in the county from 1973 to 1978, it would have increased fall enrollments by a total of 1086 students. Since younger students tend to enroll for a greater number of credit hours than older students, increases or decreases in the percentage of high school students choosing JCCC can substantially affect credit hour enrollment. It is extremely important, then, that the college thoroughly understand this constituency.

In recent years colleges have sought to design programs and curricula to respond to the needs of "non-traditional" students previously not meaningfully included in the educational process. In the attempt to accommodate new constituencies, colleges may overlook the changing needs and expectations of their traditional constituencies. Today's high school student likely has goals, motivations, and expectations that differ significantly from the "traditional" student of the early 1970's. Moreover, the variation among high school students is likely as great as the variation between the "typical" high school graduate and various non-traditional students. All these variations must be considered in effective planning, but commonalities between and among groups should be emphasized also. They can form the basis for developing programs that are relevant to a broad range of potential students.

The Office of Institutional Research regularly surveys students on campus (e.g. 1976, 1978a) and has recently begun surveying local

businesses (1978b, c) and citizens of the county (1978d). The current survey was designed to assess the needs, goals, and attitudes of area high school students. Taken together, these surveys can form the basis for evaluating current programs and expanding the curriculum and services offered.

II. METHODOLOGY

Subjects

Subjects were 1031 seniors and 916 juniors from the following Johnson County high schools: Blue Valley, De Soto, Gardner, Olathe, St. Joseph, Shawnee Mission North, Shawnee Mission South, and Spring Hill. In Shawnee Mission North and the smaller high schools, the entire junior and senior classes participated in the survey. At the other high schools approximately 200 students from each year were chosen. The JCCC research staff worked with a member of the high school staff in order to assure that the classes chosen for the survey would represent a cross-section of students at the school.

Procedure

After permission to visit the schools was obtained from the superintendents and building principals, members of the research staff visited the schools and scheduled the classes to be surveyed. Usually, required English classes or American History classes were chosen. At Shawnee Mission North students were surveyed in large groups during registration for the next semester's classes.

All students were surveyed during the fall semester 1978. Members of the research staff administered the questionnaires after brief explanations and were available to answer questions. Survey administration required approximately 20 minutes. The survey instrument was designed by a member of the research staff and had an overall readability level of grade 7-8. Pages to be answered by students who did not plan to attend college had

a reading level of grades 5-6. A copy of the questionnaire is included on page 190 of this report.

III. OVERVIEW OF RESULTS

Demographic Characteristics (Tables 2 and 3)

There were slightly more females than males in the survey sample (50.5% v. 49.5%). Over three-fourths (76.6%) of the students had been Johnson County residents for more than five years. Ten percent had lived in the county for two years or less. A relatively large percentage (22.8%) of students indicated that they did not plan to live in the Metropolitan Kansas City area after completing their education and nearly half (49.0%) were undecided.

Parents' educational levels were generally high; 89 percent of the students' mothers and 87.7 percent of their fathers had completed high school. Over half (54.2%) of the fathers had attended college, as had 41.5 percent of the mothers.

Students had generally achieved well in their coursework; 63.8 percent reported an overall GPA of B or A. Grades in English were generally higher than in mathematics.

Goals (Table 4)

Students were asked to rate the importance to them of thirteen goals. Choosing the right job and being successful in a job were almost universally endorsed as very important (95.2% and 93.0%). Other goals rated very important by a majority of the respondents were: being a good parent (86.8%), being able to understand people (75.5%), developing a strong set of values (75.3%), being in good physical shape (69.5%), and being a good citizen (50.9%).

Career Planning Activities (Table 5)

Over two-thirds (67.7%) of the students planned to prepare for additional education or training while in high school, 13.6 percent planned

to develop job skills, 18.4 percent were unsure, and 0.4 percent planned to leave before graduating. Juniors were more likely to be interested in developing job skills (15.9% v. 11.0%) or to be unsure (20.0% v. 16.6%) than were seniors.

Slightly over half (56.0%) of the students had decided what type of job they would like to have in ten years. Students appeared interested in career information. When asked to rate how satisfied they were with the help they had received in career planning, 7.2 percent rated themselves as very satisfied, 51.4 percent as satisfied, 27.4 percent as not satisfied and 14.0 percent said they did not receive any help. Over three-fourths (76.2%) of the students indicated that they would like more information about career choices, whereas fewer than one-fourth (24.7%) felt that there was too much emphasis being placed on choosing a career while in high school.

Over half (51.7%) of the students planned definitely to attend college right after high school, 12.5 percent planned to attend but intended to wait a year or more, 20.3 percent felt they would possibly attend, and 15.6 percent were definitely planning not to attend. As might be expected, juniors were less definite about their plans than were seniors. More juniors said they would possibly attend (23.0% for juniors v. 17.2% for seniors) or wait a year or more (13.7% v. 11.1%) and fewer planned to attend right after high school (46.8% v. 57.1%).

Job Interests (Table 6)

Page two of the questionnaire asked students to select the types of jobs that would interest them most when they were ready to begin working full-time. Nine broad categories of employment areas were listed and within each category students could choose non-technical, technical, or professional types of jobs. A number of examples of specific jobs were given for each type of job within each category. Students were asked to

select no more than two job types. Spaces were also provided for homemaker and for listing other jobs that did not fit the types listed.

Students were generally more interested in professional types of jobs than in technical or non-technical jobs. The most popular types of jobs were:

Professional positions in Social Services, Education and Related (22.1%)
Professional positions in Communications, Media and Related (16.9%)
Professional positions in Office, Clerical, Banking and Related (15.5%)
Technical positions in Construction, Industrial, Mechanical and Related (14.7%)
Professional positions in Construction, Industrial, Mechanical and Related (14.6%)

Professional positions in Sales and Related (13.4%)
Professional positions in Health Related (12.5%)
Professional positions in Agribusiness, Environment and Related Sciences (9.1%)
Technical positions in Office, Clerical, Banking and Related (8.8%)
Technical positions in Communications, Media, and Related (8.6%)

Reasons for Not Attending College (Table 7)

Students who did not plan to attend college were asked to rate the importance of a number of possible reasons for their decision. The reasons most often cited as very important were:

Job I want does not require college education (38.0%)
Do not feel that I am cut out for college (34.9%)
Do not like school (31.6%)

Feel that I am not prepared well enough for college (29.6%)
Cannot afford to go to college (23.4%)
College does not offer the kind of training I want (21.4%)

Very few of the students considered parents or counselors as very important factors in their decision (3.8% and 3.2% respectively).

Post-Graduation Plans (Table 8)

Only about one-third (33.2%) of the students who weren't going to college planned to go to work full-time immediately after leaving high school. The percentage for seniors was somewhat higher than for juniors

(38.3% v. 29.2%). A substantial percentage (36.5%) of students plan to seek job related training through business/technical schools (29.2%) or apprenticeship training (7.3%). Juniors were somewhat more likely to choose these options than were seniors (39.9% v. 32.3%). A fairly high percentage (19.0% of the juniors and 16.5% of the seniors) had not yet decided what they would do.

Most students would be willing to spend at least some time on job related training after high school. Nearly half (48.1%) would be willing to spend over 10 hours per week on such training and over half (61.5%) would consider training that would last for two months or longer.

Over one-fourth of these students had considered attending a community college.

Reasons for Attending College (Table 9)

Students who planned to attend college were asked to rate the importance of seven reasons in their decision. The reason most often ranked as very important was "to prepare for a better paying job" (70.1%). Every reason listed was rated very important by at least 40 percent of the respondents, except for "parents want me to" (16.6% overall, 19.5% juniors, 13.4% seniors).

Seniors appeared to be somewhat more idealistic than juniors. They were more likely than juniors to rate as "very important" reasons in their decision to attend college, self-understanding and personal development (66.0% v. 59.4%), gaining a general education and appreciation of ideas (62.2% v. 55.8%), and developing ability to get along with different kinds of people (68.7% v. 62.5%). Seniors were also somewhat less interested in preparing for a better paying job (67.3% of the seniors rated it as very important v. 72.7% of the juniors).

Colleges Chosen (Table 10)

The most popular colleges among students who indicated a specific choice

were Johnson County Community College (30.0%) and the University of Kansas (29.0%). Most students preferred to begin their education at a four-year college (64.9%). The majority also intended to remain in Kansas (79.1%).

Many of the students had not yet decided upon a college (30.8% of the juniors and 17.9% of the seniors who were planning to attend). Thus, relative to all college-bound students, JCCC was selected by 20.9 percent of the junior class and 24.5 percent of the senior class. Considering the entire sample (i.e., those not planning to attend college plus those planning to attend), JCCC was the choice of 17.5 percent of the juniors and 21.0 percent of the seniors.

Reasons for Selection of Specific College (Table 11)

Students who were planning to attend college were asked to rate 24 possible reasons for their selection of a specific college. Reasons that were rated as very important by over one-third of the respondents were:

- Good career program (61.4%)
- Good variety of courses to choose from (59.4%)
- Good academic reputation (57.9%)
- This college will help me develop job contacts (54.7%)
- College has special program I want (53.6%)
- Able to work and attend college at the same time (47.0%)
- Advice of someone who attended (44.4%)
- Near enough that I can visit home often (34.6%)
- Things I've read about the school (34.0%)

From the above list it would appear that students are very interested in the variety and quality of progrms and how programs relate to a career.

Plans of Students Who Will Attend College (Table 12)

About one-third (33.4%) of the college-bound students planned to live in college residence halls. These were more popular among seniors than among juniors (40.7% v. 26.5%). Juniors were more likely to be interested in fraternity or sorority houses (20.1% v. 11.6%).

A majority of the students who were considering a community college planned to transfer later to a four-year college. Nearly three-fourths (74.6%) of the students going to college planned to complete at least a

bachelor's degree. Juniors were more interested in completing a doctorate or professional degree than were seniors (20.5% v. 14.6%). Students also were more interested in training for a specific occupation (72.1%) rather than receiving a general liberal arts education (27.9%).

Financial Considerations (Table 13)

Nearly all (95.3%) students planned to work while attending college and about half (53.7%) felt they would need outside financial assistance to attend. Nearly half (48.3%) felt that their parents would provide 50 percent or less of their expenses.

Interest in Selected Career Areas (Table 14)

All students were asked to indicate the extent to which they would be interested in receiving training in 44 career areas. The 20 career areas in which students showed most interest in receiving extensive training were:

- Commercial Photography (14.0%)
- Sales/Marketing Management (13.8%)
- Automotive Mechanics (12.6%)
- Journalism/Advertising (11.1%)
- Fashion Merchandising (10.9%)

- Early Childhood Education (10.3%)
- Commercial Art (10.1%)
- Electronics (10.0%)
- Business/Foreign Language (9.5%)
- Carpentry (9.5%)

- Secretarial (9.4%)
- Emergency Medical Technology (9.2%)
- Home Management (8.4%)
- Accounting Clerk (8.3%)
- Data Processing (8.2%)

- Law Enforcement (8.0%)
- Drafting Technology (7.7%)
- Horse Care and Training (7.4%)
- Metalworking (7.4%)
- Mental Health Technology (7.1%)

A large number of students also expressed interest in taking one or two courses in one or more of the above areas.

Level of Information Regarding JCCC (Table 15)

A large percentage of the survey respondents had exposure to the College; 67.6 percent said they had been on the JCCC campus, 84.8 percent had seen or heard advertising about JCCC, and 87.1 percent knew someone who attended JCCC. Nevertheless, only 8.8 percent felt they knew "quite a bit" about JCCC and nearly half (49.2%) felt they knew "not very much" (38.2%) or nothing (11.0%) about the College. Seniors were more likely to have had exposure to the College and to know more about the College than were juniors.

Impressions of JCCC (Table 16)

In general, students' impressions of JCCC appeared to be rather favorable in terms of the nine areas rated on the survey. Most areas were rated as good or excellent by half or more of the respondents. Convenience of location was the only area that was rated excellent by over half the respondents, however. The ranking of areas by percentage of respondents giving a rating of excellent or good was:

1. Convenience of location for you (54.7% excellent, 28.3% good)
2. Variety of courses offered (23.3% excellent, 47.7% good)
3. Quality of instruction (13.3% excellent, 54.1% good)
4. Academic reputation (12.4% excellent, 54.9% good)
5. School to prepare for transfer (13.8% excellent, 52.7% good)
6. School to develop job skills (11.6% excellent, 47.2% good)
7. Counseling services (11.6% excellent, 44.3% good)
8. Social life (10.4% excellent, 38.3% good)
9. Extracurricular activities (11.4% excellent, 35.4% good)

Although these are only "first impressions" and based upon limited information in many cases, they likely have an effect on students' decisions regarding JCCC.

IV. SIMILARITIES AND DIFFERENCES BETWEEN MALE AND FEMALE STUDENTS

Demographic Characteristics (Tables 17 and 18)

The male and female respondents were quite similar in most demographic characteristics. There were slight differences in the level of mothers' education reported. Males were somewhat more likely to report that their mothers had graduated from college (24.6% v. 21.1%). Female students reported higher achievement levels in their coursework than did males. In English, the percentage of women who reported receiving an A average was nearly double that of the men (31.4% v. 16.0%). Mathematics grades were more similar, but women still had significantly better grades (56.6% A's and B's v. 52.1%). In overall GPA, 72.3 percent of the women reported grades of B (57.1%) or A (15.2%) compared to only 55.1 percent of the men (44.7% B, 10.4% A).

Goals (Table 19)

Although there were a number of differences between men and women in their ratings of the 13 goals on the questionnaire, the rank ordering of the goals were very similar. The three goals most often ranked very important were the same for both groups: choosing the right job (96.2% of the females and 94.3% of the males), being successful in a job (91.8%-females, 94.2%-males), and being a good parent (91.4%-females, 82.1%-males). The two goals least often ranked very important were also the same for both sexes: understanding politics (16.8%-females, 25.2%-males), and understanding history (9.8%-females, 12.4%-males). Overall, the rank ordering of eight of the 13 goals was exactly the same for males and females. The only goal that differed by as many as four rank positions was making lots of money; ranked seventh for males and eleventh for females.

Career Planning Activities (Table 20)

Male and female students were quite similar in terms of career planning activities. A large majority of both men and women are preparing for additional education or training while in high school (70.8%-females, 64.4%-males) and would like more information about career choices (78.7%-females, 73.7%-males). The percentage of females choosing both options was significantly ($p<.02$) higher than that for the males, however. In both groups there was also a substantial minority of students who had not decided what type of job they would like to have 10 years from now (45.5% of the females and 42.6% of the males), and who were either not satisified with the help they received in career planning (27.7%-females, 27.2%-males) or had not received any help (12.6%-females, 15.4%-males).

Although the majority of both men (71.5%) and women (87.3%) were considering college attendance, women were more likely to definitely plan to attend immediately after high school (57.5% v. 45.7%).

Job Interests (Table 21)

Male and female students showed considerably different patterns of interest in their career choices. The career types chosen most often by women were:

-Professional positions in Social Services, Education and Related (29.2%)
-Professional positions in Communications, Media and Related (19.6%)
-Technical positions in Office, Clerical, Banking and Related (15.1%)
-Professional positions in Health Related (14.3%)

·Professional positions in Office, Clerical, Banking and Related (14.0%)
·Professional positions in Sales and Related (12.5%)
·Homemaker (10.9%)
·Technical positions in Health Related (9.1%)

·Nontechnical positions in Office, Clerical, Banking and Related (8.6%)
·Nontechnical positions in Health Related (7.4%)
·Nontechnical positions in Sales and Related (7.0%)

Male students were most interested in the following categories of jobs:

·Technical positions in Construction, Industrial, Mechanical and Related (29.0%)
·Professional positions in Construction, Industrial, Mechanical and Related (25.0%)
·Professional positions in Office, Clerical, Banking and Related (17.0%)
·Professional positions in Social Services, Education and Related (14.8%)
·Professional positions in Sales and Related (14.3%)

·Professional positions in Communications, Media and Related (14.2%)
·Professional positions in Agribusiness, Environment and Related (12.9%)
·Professional positions in Other Services (Food, Lodging, Personal, Travel, etc.) (12.9%)
·Technical positions in Communications, Media and Related (11.5%)
·Professional positions in Health Related (10.6%)

·Nontechnical positions in Agribusiness, Environment and Related (9.6%)
·Professional positions in Protective Services (9.0%)
·Nontechnical positions in Construction, Industrial, Mechanical and Related (8.3%)
·Technical positions in Protective Services (7.2%)

Thus, there were only five occupational categories that were of considerable interest to both male and female students. Those categories were:

-Professtional positions in Social Services, Education and Related (29.2%-women, 14.8%-men, 22.1%-overall)
-Professional positions in Communications, Media and Related (19.6%-women, 14.2%-men, 16.9%-overall)

-Professional positions in Office, Clerical, Banking and Related (14.0%-women, 17.0% men, 15.5% overall)
-Professional positions in Sales and Related (12.5% women, 14.3%-men, 13.4% overall)
-Professional positions in Health Related (14.3%-women, 10.6%-men, 12.5%-overall).

It should be noted also that these categories are very broad and, therefore, men and women may be interested in specific positions that are very different within each category. For example, professional positions in Social Services, Education and Related could include teachers, lawyers and psychologists. It is quite likely that men and women show systematic biases for specific positions within this broad category.

Reasons for Not Attending College (Table 22)

In general, the men and women gave similar ratings of the importance of various reasons for deciding not to attend college. The most important reasons for both groups seemed to be that they felt that they were not prepared for college and that a college education was not relevant to their career aspirations. Women were also likely to rate marriage plans as a significant reason; 33.3 percent rated it as very important in their decision and 14.2 percent as somewhat important. Men were somewhat more likely to view a college education as irrelevant to their needs than were women.

Post-Graduation Plans (Table 23)

A substantial percentage of the students who were not planning to attend college, nevertheless, intended to continue their education. This was especially true of male students. They were less likely to be planning to work full time immediately (30.5%-males v. 37.1%-females), and more likely to plan to attend a business/technical school (35.0% v. 21.0%),

enter apprenticeship training (10.2% v. 3.2%) or enter the military (8.5% v. 4.0%). Women were also less likely to have decided what they would do after high school (22.6% v. 14.7%).

Men were not only more likely to be seeking additional training, but were also more willing to commit substantial amounts of time to the training; 53.8 percent of the men were willing to spend more than 10 hours per week on job related training compared to 40.0 percent of the women. A larger percentage of the women had considered attending a community college (34.9% v. 22.9%).

Reasons for Attending College (Table 24)

Six of the seven reasons listed for deciding to attend college were rated as very important by 40 percent of the men and women. Men were more likely to be interested in preparing for a better paying job than women (75.7% of the men rated this reason very important v. 64.9% of the women). Women, on the other hand, were more likely to rate the following as very important:

- To develop the ability to get along with different kinds of people (74.2% v. 55.9%)
- Self understanding and personal development (70.7% v. 53.6%)
- To gain a general education and appreciation of ideas (63.9% v. 53.3%)

Thus, women appear to be somewhat more idealistic than men in their expectations for college. Nevertheless, both men and women seem to expect that a college education should improve their financial prospects and contribute to their personal and social development.

Colleges Chosen (Table 25)

Johnson County Community College and the University of Kansas were the colleges most often chosen by both male and female students. JCCC was the first choice among women (27.6%-JCCC v. 21.7%-K.U.) and the University of Kansas was the first choice among men (22.0%-K.U. v. 17.3%-JCCC). Men were far more likely to be undecided about their choice of a college than were women (29.8%-men v. 19.9%-women).

Reasons for Selection of a Specific College (Table 26)

Men and women gave significantly different ratings on 11 of the 24 reasons listed on the questionnaire for selection of a specific college. Women were significantly ($p<.05$) more likely than men to rate the following nine reasons as very important:

- Good academic reputation (61.3% v. 54.0%)
- Advice of parents (29.9% v. 21.7%)
- Advice of someone who attended (48.1% v. 40.3%)
- Good variety of courses to choose from (64.3% v. 54.0%)
- Good career program (66.0% v. 56.3%)
- Good liberal arts program (26.0% v. 17.7%)
- Able to work and attend college at the same time (50.1% v. 43.5%)
- Social and cultural opportunities (27.6% v. 18.9%)
- Things I've read about the school (37.7% v. 29.8%)

Men were more likely to rate the two reasons related to athletics higher than women:

- Possibility of athletic scholarship for me (24.1% v. 10.5%)
- Athletic programs (28.2% v. 11.8%)

Despite these differences in percentages, the rank ordering of reasons in terms of percentage rating very important were quite similar for men and women. The seven highest ranking reasons were the same for both groups and their ranks differed only slightly. Furthermore, nine of the 10 highest ranked reasons were the same for both groups. The 10 reasons ranked very important by at least 25 percent of both the male and female students were:

- Good career program (66.0%-women, 56.3%-men, 61.4%-overall)
- Good variety of courses to choose from (64.3%, 54.0%, 59.4%)
- Good academic reputation (61.3%, 54.0%, 57.9%)
- This college will help me develop job contacts (54.9%, 54.5%, 54.7%)
- College has special program I want (55.5%, 51.4%, 53.6%)
- Able to work and attend college at the same time (50.1%, 43.5%, 47.0%)
- Advice of someone who attended (48.1%, 40.3%, 44.4%)
- Near enough that I can visit home often (37.2%, 31.7%, 34.6%)
- Things I've read about the school (37.7%, 29.8%, 34.0%)
- Possibility of academic scholarship for me (29.5%, 31.3%, 30.4%)

Plans of Students Who Will Attend College (Table 27)

Women were more likely than men to intend to live in college residence halls (35.9% v. 30.6%) or with their parents (22.9% v. 16.2%) and men were more likely to choose a fraternity (18.4% v. 13.9%) or their own apartment (32.1% v. 25.1%). Men also tended to have higher degree aspirations than women; 78.7 percent planned to earn a bachelor's degree or higher compared to 70.9 percent of the women.

Financial Considerations (Table 28)

Slightly over half the students (53.9% of the women and 53.5% of the men) felt they would need some outside financial assistance to attend

college, and nearly all (95.7% of the women and 94.9% of the men) planned to work while attending college. Women were more likely than men to feel that their parents would provide a significant percentage of their expenses; 31.1% of the female students felt their parents would contribute over three-fourths of their expenses compared to 19.8% of the men.

Interest in Selected Career Areas (Table 29)

Men and women differed considerably in their interest in training for selected career areas. The only areas in which 10% of both sexes were interested in receiving extensive training were Commercial Photography (16.9% of the women and 11.1% of the men) and Sales/Marketing and Management (13.8% for both). The areas in which 10% or more of the women were interested in receiving extensive training were:

- Fashion Merchandising (19.6%)
- Early Childhood Education (18.5%)
- Secretarial (17.6%)
- Commercial Photography (16.9%)
- Journalism/Advertising (14.3%)
- Sales/Marketing Management (13.8%)
- Commercial Art (12.4%)
- Home Management (11.4%)
- Accounting Clerk (10.9%)
- Business/Foreign Language (10.9%)
- Mental Health Technology (10.7%)
- Physical Therapy Technology (10.7%)
- Horse Care and Training (10.2%)
- Cosmetology (10.0%)

The areas of greatest interest to male students were:

- Automotive Mechanics (23.0%)
- Carpentry (18.4%)
- Electronics (18.4%)
- Sales/Marketing Management (13.8%)

-Metalworking (13.4%)
-Drafting (13.1%)
-Commercial Photography (11.1%)
-Law Enforcement (10.4%)

Students could also indicate an interest in receiving some training. Combining the percentages who want some training with those wanting extensive training should give an indication of overall interest.

Programs in which more than 25 percent of the women expressed an interest were:*

·Early Childhood Education (54.2%)
·Commercial Photography (51.7%)
·Secretarial (49.5%)
·Fashion Merchandising (49.2%)
·Home Management (48.3%)

·Business/Foreign Language (44.2%)
·Accounting Clerk (43.3%)
·Commercial Art (38.7%)
·Journalism/Advertising (38.6%)
·Cosmetology (36.3%)

·Emergency Medical Technology (34.7%)
·Sales/Marketing Management (33.8%)
·Finance and Credit (32.7%)
·Data Processing (32.3%)
·Nursing (29.9%)

·Physical Therapy Technology (28.8%)
·Mental Health Technology (28.0%)
·Recreation Leadership (26.4%)
·Horse Care and Training (25.9%)

Men showed the most overall interest in the following programs:

·Automotive Mechanics (65.6%)
·Electronics (56.2%)
·Carpentry (55.4%)
·Metalworking (40.4%)
·Commercial Photography (40.1%)

·Drafting (38.5%)
·Sales/Marketing and Management (35.9%)
·Agricultural Studies (35.4%)
·Law Enforcement (33.6%)
·Business/Foreign Language (31.8%)

*See note on page 48.

·Data Processing (31.0%)
·Plumbing (31.0%)
·Finance and Credit (30.5%)
·Commercial Art (30.0%)
·Emergency Medical Technology (29.0%)

·Journalism/Advertising (28.2%)
·Home Management (27.6%)
·Real Estate (27.3%)
·Accounting Clerk (25.4%)

Level of Information Regarding JCCC (Table 30)

Women appeared to have more information about JCCC than did men. They were somewhat more likely to remember seeing or hearing advertising about JCCC (87.2% v. 82.3%), to know someone who attended JCCC (89.2% v. 85.0%), and to know at least a little bit about JCCC (55.3% v. 46.2%).

Impressions of JCCC (Table 31)

Women also seemed to be more favorably impressed with JCCC than did the men. They rated the college significantly more favorably on every area included in the survey except extracurricular activities.

V. DIFFERENCES BETWEEN SHAWNEE MISSION STUDENTS AND STUDENTS FROM OTHER COUNTY HIGH SCHOOLS (TABLES 32-46)

Although there was a number of questions on which Shawnee Mission high school students differed significantly from students at other county high schools, most seem to reflect one basic difference. Shawnee Mission students appear to have somewhat higher educational aspirations on the average than students at other county high schools. A likely contributing factor is that their parents tended to have more education. Nearly half (47.1%) of the Shawnee Mission students reported that their fathers had college degrees compared to 28.9% of the students at other high schools.

Similarly, 54.4 percent of their mothers had education beyond high school compared to 38.8 percent of the mothers of childern at the other high schools.

Shawnee Mission students were more likely to view high school as preparation for further education (74.0% v. 62.2%), to maintain higher GPA's, and to plan to attend college right after high school (60.2% v. 44.3%). They were also more likely to aspire to professional types of jobs.

Shawnee Mission students who planned to attend college were more likely to choose out-of-state colleges and tended to have higher degree aspirations than their counterparts from the other high schools. They were also more likely to expect significant financial assistance from their parents and less likely to plan to work while attending college.

A large majority of both groups had seen or heard advertising about JCCC (85.0% of Shawnee Mission students and 84.6% of other students), but Shawnee Mission students were somewhat more likely to have been on the campus (71.4% v. 64.3%). Ratings of JCCC differed somewhat between the two groups. Shawnee Mission students were more likely to rate JCCC as an excellent school to prepare for transfer (16.0% v. 11.9%) but were also more likely to rate it as poor (1.8% v. 0.6%). Students from other high schools tended to rate JCCC higher as a school for developing job skills (60.8%-good or excellent v. 56.6%). They also felt the location of the college was more convenient and were somewhat more favorable in ratings of JCCC's social life and extracurricular activities.

JCCC and K.U. were the most popular schools among students from all high schools, but Shawnee Mission students were more likely to choose K.U. (24.5%-K.U. v. 21.4%-JCCC) and students at the other high schools were more likely to choose JCCC (23.8%-JCCC v. 19.2%-K.U.). Approximately one-fourth of the students from each group who planned to attend college did not indicate a preference for a particular school (23.6% of Shawnee Mission students and 26.4% of students at other schools).

VI. RESPONSE OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS

The question regarding college attendance plans gave students four options that could be viewed as indications of their commitment to college attendance. Of the 1947 respondents, 1006 (51.7%) planned to definitely attend right after high school; 243 (12.5%) definitely planned to attend but were planning to wait a year or more; 395 (20.3%) said they possibly would attend, and 303 (15.6%) said they definitely did not intend to go to college. Not surprisingly, there were significant differences in response patterns among these four groups.

Demographic Characteristics (Tables 47 and 48)

A majority of the students who planned to attend college immediately were women. Men comprised a majority of the other three groups. Juniors showed less commitment to college than did seniors. Students who planned to wait a year or more before attending college or did not plan to attend were somewhat more likely to be recent county residents than were students in the two other groups. Students' commitment to college also varied directly with parents' education level. The students who were most interested in attending college were most likely to have parents with college educations. Students' grades showed the same relationship. The students who

planned to attend college immediately after high school were more likely to have A and B averages.

Goals (Table 49)

There were significant differences among the four groups of students on ratings of 12 of the 13 goals. Nevertheless, the rank ordering of goals were very similar. The six goals most often chosen as very important were the same for each group. In fact, the rank ordering of these goals was exactly the same for the three groups planning to attend college and only slightly different for those not planning to attend. The goals were:

- Choosing the right job
- Being successful in a job
- Being a good parent
- Being able to understand people
- Developing a strong set of values
- Being in good physical shape

In general, college-bound students were more likely to rate goals very important than were students who were not planning to attend. Interestingly, students who did not plan to attend or who felt they would possibly attend college were mor likely to rate "making lots of money" as very important (49.7% - possibly and 49.5% - not attending v. 35.4% - right away and 38.2% - wait a year or more).

Career Planning Activities (Table 50)

The four groups of students differed significantly in their planning activities. Nearly all the students who planned to attend college right after high school (92.8%) indicated that they were preparing for additional education. The percentage dropped to 73.8% for those who planned to wait a year or more, 36.2% for those who said they would possibly attend, and 20.1% for those who were not planning to attend college. The percentages developing job skills in high school showed the opposite pattern, ranging from 40.5% for those not planning to attend college to 3.4% for those planning to attend

right away. Those who would possibly attend college or not attend were more likely to be unsure regarding their high school plans (41.6% and 38.5% v. 3.6% - attend right away and 17.1% - wait).

Those who were undecided about college attendance were least likely to have decided what type of job they would like to have ten years from now (45.2% v. 58.9% - attend right away, 55.8% - wait, and 60.5% - not attending). The three groups of college-bound students were more interested in receiving additional information about career choices than were students who did not plan to attend (78.1%, 83.5%, and 80.2% v. 58.8%). Those planning to attend college right away were least likely to feel that there was too much emphasis being placed on choosing a career in high school (18.3% v. 29.5%, 31.0% and 33.7%).

Job Interests (Table 51)

The interest patterns for the four groups of students varied significantly for each classification of jobs on the survey. In general, students who were planning to attend college were more interested in professional positions than were students who did not plan to attend.

The types of positions most often chosen by students who planned to attend college immediately following their high school graduation were:

Professional positions in Social Services, Education and Related (29.1%)
Professional positions in Communications/Media and Related (19.6%)
Professional positions in Office, Clerical, Banking and Related (18.7%)
Professional positions in Health Realted (18.4%)
Professional positions in Construction, Industrial, Mechanical and Related (16.6%)

Professional positions in Sales and Related (15.5%)
Professional positions in Agribusiness/Environment and Related Sciences (10.9%)
Professional positions in Other Service Occupations (8.2%)
Technical positions in Communications/Media and Related (7.2%)
Technical positions in Office, Clerical, Banking and Related (7.2%)

Students who planned to wait a year or more before attending college showed interest patterns quite similar to those of students who planned to attend immediately. The main differences between the groups were that those who planned to wait were considerably more interested in technical positions in construction, industrial, mechanical and related areas (16.9% v. 6.8%) and musch less interested in health related professional positions (9.5% v. 18.4%). The types of positions most often selected by this group were:

Professional positions in Social Services, Education and Related (21.4%)
Professional positions in Communications/Media and Related (18.1%)
Professional positions in Office, Clerical, Banking and Related (17.3%)
Technical positions in Construction, Industrial, Mechanical, and Related (16,9%)
Professional positions in Construction, Industrial, Mechanical and Related (14.0%)

Professional positions in Sales and Related (13.6%)
Professional positions in Agribusiness/Environment and Related Sciences (12.8%)
Technical positions in Communications/Media and Related (9.9%)
Professional positions in Health Related (9.5%)
Technical positions in Office, Clerical, Banking and Related (9.1%)

Those students who indicated that they would possibly attend college showed a somewhat different interest pattern. The types of positions of most interest to them were:

Technical positions in Construction, Industrial, Mechanical and Related (21.0%)
Professional positions in Social Services, Education and Related (16.5%)
Professional positions in Communications/Media and Related (15.2%)
Professional positions in Construction, Industrial, Mechanical and Related (14.2%)
Professional positions in Office, Clerical, Banking and Related (12.2%)

Technical positions in Office, Clerical, Banking and Related (11.6%)
Professional positions in Other Service Occupations (11.4%)
Professional positions in Sales and Related (11.1%)
Technical positions in Communications/Media and Related (10.9%)
Nontechnical positions in Agribusiness/Environment and Related Sciences (8.4%)
Non-technical positions in Office, Clerical, Banking and Related (8.4%)

Students who did not plan to attend college showed career interests that varied markedly from the other groups. They were most interested in the following types of positions:

Technical positions in Construction, Industrial, Mechanical and Related (31.4%)
Non-technical positions in Construction, Industrial, Mechanical and Related (16.8%)
Non-technical positions in Agribusiness/Environment and Related Sciences (14.2%)
Non-technical positions in Office, Clerical, Banking and Related (11.6%)
Technical positions in Office, Clerical, Banking and Related (10.6%)

Homemaker (9.6%)
Non-technical positions in Sales and Related (9.6%)
Technical positions in Communications/Media and Related (9.2%)
Professional positions in Construction, Industrial, Mechanical, and Related (9.2%)
Professional positions in Sales and Related (9.2%)

Reasons for Attending College (Table 52)

The three groups of students who were considering college attendance showed significant differences in their ratings of six of the seven reasons for deciding to attend college. Generally, students who were planning to attend college immediately following high school were most likely to rate reasons as very important. Those who planned to wait a year or more were somewhat less likely to rate reasons as very important and those who said they would possibly attend were least likely to give such ratings. Despite the differences in percentages among the groups, the rank orderings of reasons were very similar for all three. The three reasons most often

rated very important were the same for each group:

To prepare for a better paying job (71.1%, 70.0%, 67.4%)
To develop ability to get along with different kinds of people (68.8%, 63.5%, 58.2%)
Self-understanding and personal development (68.4%, 60.3%, 48.5%)

Colleges Chosen (Table 53)

The percentage of students selecting a particular college varied considerably for the three groups of students. The most popular school among students who planned to attend college immediately after high school was the University of Kansas (27.1%), whereas Johnson County Community College was most popular with the other two groups (30.5%-wait and 24.8%-undecided). The percentage of students who had not chosen a college was 17.2% for those planning to attend immediately after high school, 30.5% for those who planned to wait a year or more, and 41.5% for those who said they would possibly attend.

Reasons for Selection of Specific College (Table 54)

The three groups of students showed considerable variation in their ratings of reasons for choosing a specific college. There were significant differences among the groups in their ratings of 16 of the 24 reasons included on the survey. For example, being able to work and attend college at the same time was rated very important by 64.9% of those who planned to wait a year or more before attending college and by 62.3% of those who said they would possibly attend but by only 37.7% of those who planned to attend immediately.

The reasons rated very important by 25% or more of the students planning to attend college immediately after high school were:

Good academic reputation (64.8%)
Good career program (64.1%)
Good variety of courses to choose from (62.0%)

College has special program I want (56.5%)
This college will help me develop job contacts (54.1%)

Advice of someone who attended (43.9%)
Able to work and attend college at same time (37.7%)
Things I've read about the school (36.5)
Near enough that I can visit home often (35.6%)

Possibility of academic scholarship for me (35.0%)
Advice of parents (27.9%)
Social and cultural opportunities (26.7%)
Want to live away from home (26.2%)

Reasons rated very important by 25% or more of the students who planned to wait a year or more before attending college were:

Able to work and attend college at same time (64.9%)
Good variety of courses to choose from (62.6%)
Good career program (61.2%)
This college will help me develop job contacts (60.4%)
Good academic reputation (56.3%)

College has special program I want (51.2%)
Advice of someone who attended (41.3%)
Near enough that I can visit home often (33.3%)
Can live at home while attending (29.7%)

Things I've read about the school (29.1%)
Possiblity of academic scholarship for me (25.2%)
Want to live away from home (25.2%)
Advice of parents (25.1%)

Reasons rated very important by 25% or more of those who felt they would possibly attend college were:

Able to work and attend college at same time (62.3%)
Good career program (53.8%)
This college will help me devlop job contacts (52.4%)
Good variety of courses to choose from (49.7%)

Advice of someone who attended (47.9%)
College has special program I want (46.3%)
Good academic reputation (38.3%)
Near enough that I can visit home often (32.7%)

Can live at home while attending (30.2%)
Things I've read about the school (29.8%)
Low tuition (26.2%)

Plans of Students While at College (Table 55)

Students who planned to attend college immediately after graduation were most likely to choose to live in college residence halls or fraternity/sorority houses. Other students were more likely to choose their own apartment or house (50.4%-wait and 48.6%-possibly). This tendency is largely a result of their college selections. Students who planned to attend college immediately also had higher degree aspirations than other students; 86.2% planned to earn a bachelor's degree or higher compared to 71.6% and 44.6% respectively, in the other two groups.

Financial Considerations (Table 56)

Students who planned to attend college immediately were more likely than the other two groups to expect substantial financial assistance from their parents and were less likely to plan to work during the school year.

Interest in Selected Career Areas (Table 57)

Interest patterns of the four groups differed significantly on 38 of the 44 career areas included on the survey. To give an indication of the differences among the groups, the twenty areas in which the highest percentages from each group showed an interest in receiving extensive training are listed below.

The areas in which the highest percentage of students who planned to attend college immediately showed interest in extensive training were:

Sales/Marketing Management (16.1%)
Journalism/Advertising (13.6%)
Commercial Photography (12.1%)
Business/Foreign Language (11.8%)
Fashion Merchandising (11.3%)

Emergency Medical Technology (10.5%)
Commercial Art (9.8%)
Accounting Clerk (9.6%)
Early Childhood Education (9.5%)
Medical Lab Technology (9.0%)

Mental Health Technology (9.0%)
Data Processing (8.9%)
Electronics (8.4%)
Drafting (7.9%)
Physical Therapy Technology (7.8%)

Home Management (7.1%)
Nursing (6.9%)
Secretarial (6.9%)
Recreation Leadership (6.7%)
Finance and Credit (6.4%)

Areas of primary interest to those who planned to wait a year or more before attending college were:

Commercial Photography (18.5%)
Automotive Mechanics (15.6%)
Sales/Marketing Management (15.2%)
Fashion Merchandising (14.4%)
Data Processing (12.8%)

Finance and Credit (12.8%)
Horse Care and Training (11.9%)
Electronics (11.5%)
Law Enforcement (11.5%)
Carpentry (11.1%)

Drafting (11.1%)
Commercial Art (10.3%)
Early Childhood Education (10.3%)
Journalism/Advertising (10.3%)
Mental Health Technology (10.3%)

Emergency Medical Technology (9.5%)
Secretarial (9.1%)
Accounting Clerk (8.6%)
Metalworking (8.6%)
Recreation Leadership (8.2%)

Areas of most interest to students who will possibly attend college were:

Commercial Photography (18.5%)
Automotive Mechanics (17.2%)
Secretarial (14.7%)
Carpentry (13.7%)
Commercial Art (12.9%)

Early Childhood Education (12.9%)
Metalworking (12.2%)
Electronics (11.4%)

Law Enforcement (9.9%)
Sales/Marketing Management (9.6%)

Home Management (9.4%)
Fashion Merchandising (9.1%)
Emergency Medical Technology (8.6%)
Journalism/Advertising (8.6%)
Agricultural Studies (8.1%)

Accounting Clerk (7.6%)
Business/Foreign Language (7.6%)
Drafting (7.3%)
Cosmetology (6.8%)
Recreation Leadership (6.8%)

Areas of most interest to students who did not plan to attend college were:

Automotive Mechanics (27.1%)
Carpentry (18.8%)
Metalworking (13.5%)
Home Management (12.5%)
Electronics (12.2%)

Horse Care and Training (11.2%)
Secretarial (11.2%)
Commercial Photography (10.9%)
Sales/Marketing Management (10.6%)
Early Childhood Education (9.6%)

Plumbing (9.2%)
Fashion Merchandising (8.9%)
Law Enforcement (8.6%)
Commercial Art (6.9%)
Journalism/Advertising (6.9%)

Real Estate (6.3%)
Business/Foreign Language (5.6%)
Data Processing (5.6%)
Emergency Medical Technology (5.6%)
Technical Writing (5.6)

There were 28 areas in which 25% of the students from at least one of the four groups expressed an interest in receiving some training or extensive training. They are listed below with the percentages from each group who indicated any interest. Percentages are given in order of

commitment to college from definitely plan to attend right after high school to definitely do not plan to attend.

	Immediately	Wait	Possibly	Not Attending*
Accounting Clerk	36.5%	34.6%	37.0%	24.4%
Agricultural Studies	22.5	31.7	28.4	28.1
Automotive Mechanics	34.8	49.0	48.1	57.1
Business/Foreign Language	46.6	40.3	28.6	20.1
Carpentry	24.5	39.9	39.0	48.8
Commercial Art	36.2%	36.2%	36.2%	24.4%
Commercial Photography	46.6	50.6	50.1	34.7
Data Processing	35.1	36.2	30.6	18.2
Drafting	24.8	30.5	27.1	19.5
Early Childhood Education	36.4	34.2	36.2	26.1
Electronics	30.4%	46.1%	35.4%	34.7%
Emergency Medical Technology	35.5	35.8	27.8	22.1
Fashion Merchandising	30.0	30.5	27.8	20.5
Finance and Credit	36.0	35.8	25.6	21.5
Fire Protection/Public Safety	17.4	23.0	22.8	26.7
Home Management	39.0%	38.7%	37.7%	35.0%
Horse Care/Training	18.3	26.7	21.3	28.7
Journalism/Advertising	40.3	30.9	30.1	17.2
Law Enforcement	26.7	30.9	30.4	28.1
Legal Assistant	24.7	25.1	21.0	11.9
Medical Lab Technology	26.0	25.1	14.9	8.6
Mental Health Technology	25.0%	24.3%	18.0%	10.6%
Metalworking	15.2	31.7	28.6	38.6
Plumbing	11.3	20.6	19.0	30.0
Real Estate	24.2	25.9	18.7	19.8
Recreational Leadership	25.8	26.7	25.1	17.5
Sales/Marketing Management	37.6	40.7	28.9	28.7
Secretarial	27.5	27.2	29.9	28.4

Level of Information about JCCC (Table 58)

Students' exposure to information about JCCC was directly related to their commitment to college attendance. Students who planned to attend college immediately after high school were most likely to have been exposed to information, followed by those who planned to wait a year or more, those who would possibly attend, and those who definitely planned not to attend. It is likely that students who are most interested in attending college are also most likely to seek out information regarding colleges.

*See note on page 48.

Students' Impressions of JCCC (Table 59)

Significant differences were obtained on seven of the nine areas for which students rated JCCC. Students who definitely planned to attend college were more likely to give JCCC an excellent or good rating as a transfer school than were students who would possibly attend or planned not to attend college (71.9%-right away, 70.7%-wait, 55.7%-possibly, and 59.1%-not attending). Students who did not plan to attend college were also least likely to give the college high ratings in terms of being a school to develop job skills, academic reputation, quality of instruction, variety of courses offered, and convenience of location. Students who planned to attend college right after high school were most likely to rate the social life at JCCC as below average or poor (15.5% v. 6.9%, 6.2% and 9.4%).

VII. RESPONSES OF STUDENTS BY COLLEGE CHOICE (Tables 60 - 71)

For the following analyses students were divided into four groups: those who were planning to attend JCCC, those who were planning to attend another college, those who were planning to attend college but who did not specify the college, and those who were definitely not planning to attend college. It should be noted that the three groups of potential college attenders includes students who plan to attend right after high school, students who plan to wait a year or more, and students who indicated that they would possibly attend. Thus there may be varying degrees of commitment to college attendance among the groups. For example, students who planned to wait a year or more or who indicated they would possibly attend were more likely to choose JCCC or to not specify a college than were students who planned to attend immediately after high school.

Profile of Students Who Chose JCCC First

The high school students who indicated that JCCC was their first choice were likely to be females (63.4 percent) who had lived in the county for at least six years (81.3 percent). Their parents were likely to have been high school graduates (87.5 percent of mothers and 88.2 percent of fathers). Very few (11.2 percent) had definite plans to leave the metropolitan area after finishing their education. A majority (64.4 percent) had an overall GPA of B (54.3 percent) or A (10.1 percent).

Students indicated a strong interest in being successful at a job and choosing the right job. They also felt it was very important to be good parents, to be able to understand people, to develop a strong set of values, to be in good physical shape, and to be a good citizen. A majority had decided what type of job they would like to have in ten years (57.6 percent) and were satisfied with the help they had received in career planning from the high school (59.9 percent). Nevertheless, they would still like more information about career choices (81.1 percent).

A substantial minority of students who chose JCCC plan to wait a year or more before attending (19.9 percent) or have not definitely decided to attend (26.3 percent).

The career interests of students who chose JCCC were most likely to be in the following areas:

Professional positions in Social Services, Education and Related (25.0 percent)
Professional positions in Office, Clerical, Banking and Related (20.2 percent)
Professional positions in Communications/Media and Related (14.8 percent)
Professional positions in Sales and Related (14.2 percent)
Technical positions in Office, Clerical, Banking and Related (12.9 percent)
Professional positions in Health Related (12.6 percent)
Professional positions in Construction, Industrial, Mechnical and Related (11.6 percent)

Many of the positions to which these students aspire, therefore, are likely to require education beyond JCCC.

Reasons cited as very important in their decision to attend college by a majority of the students choosing JCCC were: to prepare for a better paying job (72.2 percent), to develop ability to get along with different kinds of people (69.7 percent), self-understanding and personal development (61.0 percent), to gain a general education and appreciation of ideas (58.6 percent), and to prepare for a happy marriage and family life (51.9 percent).

The reasons most often cited as very important for choosing JCCC rather than some other college were: able to work and attend college at the same time (74.3 percent), can live at home while attending (60.4 percent), good career program (58.0 percent), good variety of courses to choose from (57.4 percent), this college will help me develop job contacts (53.1 percent).

Most of the students who chose JCCC intend to live with their parents while attending (57.1 percent). They prefer training for a specific occupation (74.1 percent) rather than a general liberal arts education (25.9 percent) and plan eventually to transfer to a four year college (71.0 percent) and to earn at least a Bachelor's degree (61.9 percent).

The career areas in which students choosing JCCC would most like to receive extensive training were:

Sales/Marketing Management (15.9 percent)
Fashion Merchandising (15.3 percent)
Commercial Photography (14.2 percent)
Secretarial (14.2 percent)
Early Childhood Education (14.0 percent)

Accounting Clerk (11.8 percent)
Data Processing (11.8 percent)
Business/Foreign Language (11.6 percent)
Emergency Medical Technology (10.5 percent)
Journalism/Advertising (9.4 percent)
Law Enforcement (9.4 percent)

Areas in which at least one-fourth of the students choosing JCCC indicated an interest in receiving at least some training were:

Commercial Photography (50.8 percent)*
Accounting Clerk (44.6 percent)
Early Childhood Education (43.5 percent)
Home Management (42.7 percent)
Business/Foreign Language (41.9 percent)

Data Processing (41.7 percent)
Secretarial (38.7 percent)
Fashion Merchandising (38.4 percent)
Finance and Credit (38.4 percent)
Commercial Art (37.9 percent)
Emergency Medical Technology (37.6 percent)

Sales/Marketing Management (37.6 percent)
Journalism/Advertising (36.3 percent)
Automotive Mechanics (36.0 percent)
Electronics (31.5 percent)
Carpentry (28.0 percent)
Law Enforcement (26.6 percent)

Most of the students who chose JCCC felt they know at least "a little bit" about the college (66.3 percent). They also knew someone who had attended JCCC (92.6 percent), had been exposed to advertising about the college (88.9 percent) and had been on the campus (78.0 percent). A majority of them gave JCCC good or excellent ratings in all the areas included on the survey. Nevertheless, convenience of location was the only area to be rated excellent by more than half (68.5 percent). Excellent ratings on other variables ranged from 12.6 percent for extra-curricular activities to 37.2 percent for variety of courses offered.

Profile of Students Who Chose Other Colleges

There were 861 students (44.2 percent of the sample) who planned to attend colleges other than JCCC. They were rather evenly divided between males (48.0 percent) and females (52.0 percent) and juniors (48.0 percent) and seniors (52.0 percent). Three-fourths of them (75.0 percent) had lived in Johnson County for at least six years and a majority were residents for over 10 years. Their parents were generally well educated. A majority of their parents had education beyond the high school level (58.4 percent of mothers and 72.4 percent of fathers). Nearly half

*See note on page 48.

(48.4 percent) of their fathers and one-third (31.6 percent) of their mothers were college graduates. Over one-fourth (28.8 percent) of these students intended to leave the Kansas City area after completing their education.

Grade point averages for these students were the highest of the four groups. Over three-fourths (76.0 percent) of them reported an overall GPA of B or better. Nearly all felt that it was very important to choose the right job (96.9 percent), to be successful in that job (94.2 percent) and to be a good parent (88.8 percent). A majority also felt it was very important to develop a strong set of values (79.8 percent), to be able to understand people (79.0 percent), to be in good physical shape (72.7 percent), to be able to write well (52.7 percent), and be a good citizen (52.2 percent).

A large majority of these students viewed their high school education as a means of preparing for additional education (85.6 percent) and planned to attend college immediately after high school (73.5 percent). Although a majority felt satisfied with the help received in career planning, (48.8 percent-satisfied, 8.3 percent-very satisfied) and had decided the type of job they would like to have in ten years (58.3 percent), they would still like more information about career choices (77.6 percent).

The career areas of most interest to these students were:

Professional positions in Social Services, Education and Related (27.9 percent)
Professional positions in Communications/Media and Related (21.8 percent)
Professional positions in Construction, Industrial, Mechanical and Related (17.0 percent)

Professional positions in Office, Clerical, Banking, and Related (16.3 percent)
Professional positions in Health Related (15.9 percent)
Professional positions in Sales and Related (13.7 percent)
Professional positions in Agribusiness, Environment and Related Sciences (10.5 percent)

Reasons cited by a majority of these students as very important in their decision to attend college were: to prepare for a better paying job (69.4 percent), to develop ability to get along with different kinds of poeple (66.7 percent), self-understanding and personal development (66.5 percent) and to gain a general education and appreciation of ideas (62.1 percent).

The reasons most often cited as very important for choosing a particular college rather than others were: academic reputation (64.3 percent), good career program (62.5 percent), good variety of courses to choose from (59.9 percent), this college will help me develop job contacts (55.1 percent), and college has special program I want (53.1 percent). The vast majority of the students planned to earn a bachelor's degree (84.5 percent) and nearly half (48.3 percent) planned to seek a master's (28.2 percent) or doctorate (20.1 percent). They were more interested in training for a specific career (71.1 percent) than in general liberal arts (28.9 percent).

The career areas in which these students were most interested in receiving extensive training were:

Commercial Photography (15.7 percent)
Journalism/Advertising (15.1 percent)
Sales/Marketing Management (14.9 percent)
Commercial Art (12.5 percent)
Fashion Merchandising (10.8 percent)

Business/Foreign Language (10.5 percent)
Early Childhood Education (9.9 percent)
Electronics (9.9 percent)
Emergency Medical Technology (9.5 percent)
Mental Health Technology (8.7 percent)

There were 21 programs in which more than one-fourth of these students indicated an interest in receiving some level of training:*

Commercial Photography (49.8 percent)
Business/Foreign Language (45.4 percent)
Journalism/Advertising (41.2 percent)
Home Management (39.4 percent)

*See note on page 48.

Automotive Mechanics (38.8 percent)

Commercial Art (38.7 percent)
Sales/Marketing Mangement (38.3 percent)
Accounting Clerk (35.9 percent)
Early Childhood Education (35.5 percent)
Finance and Credit (34.7 percent)

Data Processing (33.3 percent)
Emergency Medical Technology (32.9 percent)
Electronics (32.8 percent)
Law Enforcement (29.6 percent)
Carpentry (28.8 percent)

Fashion Merchandising (28.8 percent)
Drafting (28.6 percent)
Recreational Leadership (27.5 percent)
Agricultural Studies (26.1 percent)
Secretarial (25.9 percent)
Mental Health Technology (25.2 percent)

In general, these students seemed to have had a high level of exposure to JCCC. Nearly three-fourths (73.2 percent) had been on the campus and even more had seen or heard advertising about the college (85.5 percent) or knew someone who attended JCCC (91.1 percent). Most (55.4 percent) felt they knew at least "a little bit" about the college (44.9 percent-a little bit, 10.5 percent-quite a bit). Overall, their impressions of JCCC were also rather favorable but somewhat lower than those given by students who chose JCCC. Excellent ratings ranged from 7.9 percent for school to develop job skills to 60.5 percent for convenience of location.

Profile of Students Who Were Undecided About Choice of College

A majority of the students who were considering college but who did not indicate a preference for a particular school were juniors (65.2 percent) and males (57.7 percent). Most (76.1 percent) had lived in Johnson County for at least six years. Their parents were likely to be high school graduates (89.3 percent of mothers and 87.9 percent of fathers). These levels were similar to those reported by students who chose JCCC. The academic achievement of these students was also similar to that of

students who chose JCCC. A majority had an overall GPA of B (46.0 percent) or A (11.8 percent).

Goals selected as very important by a majority of these undecided students were: Choosing the right job (96.3 percent), being successful in a job (92.7 percent), being a good parent (85.5 percent), being able to understand people (74.6 percent), developing a strong set of values (73.7 percent), and being in good physical shape (68.7 percent).

As a group, these students seemed somewhat uncertain about their future plans. Nearly one-fourth (24.9 percent) were unsure about their plans in high school and over half (53.8 percent) had not decided what type of job they would like to have in ten years. A majority (57.9 percent) had not yet definitely decided to attend college (39.9 percent) or planned to wait a year or more before attending (18.0 percent). A large majority (81.5 percent) would like more information about career choices.

The career areas that were of most interest to these undecided students were:

Professional positions in Social Services, Education, and Related (18.7 percent)
Technical positions in Construction, Industrial, and Mechanical, and Related (17.8 percent)
Professional positions in Construction, Industrial, Mechanical, and Related (16.5 percent)
Professional positions in Office, Clerical, Banking, and Related (15.3 percent)

Professional positions in Communications/Media, and Related (15.1 percent)
Professional positions in Sales and Related (15.1 percent)
Professional positions in Health Related (10.9 percent)
Professional positions in Agribusiness, Environment and Related Sciences (10.7 percent)

Reasons cited by a majority as very important in the decision to attend college were: to prepare for a better paying job (69.5 percent), to develop the ability to get along with different kinds of people (58.7 percent), self-understanding and personal development (55.4 percent),

and to gain a general education and appreciation of ideas (51.8 percent). The reasons that undecided students felt would be very important in their decision to choose a specific college were: college has a special program I want (65.3 percent), good career program (62.5 percent), good variety of courses to choose from (60.7 percent), this college will help me develop job contacts (55.6 percent), good academic reputation (52.8 percent), and able to work and attend college at the same time (50.8 percent).

Nearly two-thirds (63.6 percent) of the undecided students plan to obtain at least a bachelor's degree. Most (72.2 percent) prefer to be trained for a specific occupation rather than having a general liberal arts education (27.8 percent).

Career areas in which undecided students were most interested in receiving extensive training were:

Automotive Mechanics (14.6 percent)
Commercial Photography (12.7 percent)
Sales/Marketing Management (12.2 percent)
Electronics (10.7 percent)
Carpentry (10.5 percent)

Emergency Medical Technology (10.2 percent)
Metalworking (9.5 percent)
Business/Foreign Language (8.5 percent)
Commercial Art (8.5 percent)

Early Childhood Education (8.5 percent)
Fashion Merchandising (8.5 percent)
Drafting (8.3 percent)
Secretarial (8.3 percent)

There were 17 programs in which over one-fourth of the undecided students expressed an interest in receiving at least some training:*

Automotive Mechanics (46.5 percent)
Commercial Photography (41.8 percent)
Electronics (38.7 percent)
Carpentry (35.3 percent)
Home Management (33.3 percent)

Business/Foreign Language (32.4 percent)
Emergency Medical Technology (31.9 percent)

*See note on page 48.

Early Childhood Education (30.2 percent)
Accounting Clerk (29.7 percent)
Commercial Art (29.4 percent)
Sales/Marketing Management (29.4 percent)

Data Processing (29.2 percent)
Metalworking (27.5 percent)
Law Enforcement (26.8 percent)
Drafting (26.5 percent)
Journalism/Advertising (26.5 percent)
Finance and Credit (26.3 percent)

Even though a majority of these students had been exposed to JCCC through advertising and personal contact, most felt they knew not very much (45.3 percent) or nothing (15.2 percent) about the college. Their ratings of the college were generally rather favorable but there was no case in which over half the respondents gave excellent ratings. The percentage giving excellent ratings ranged from 6.6 percent for counseling to 43.6 percent for convenience of location.

Profile of Students Who Do Not Plan to Attend College

The majority of students who did not plan to attend college were males (58.7 percent) and juniors (56.1 percent). Most had lived in Johnson County for at least six years (76.3 percent). Most of their parents did not have educational experiences beyond high school (78.2 percent-mothers and 64.5 percent-fathers). They were primarily C (56.0 percent) and B (34.0 percent) students.

Goals most often rated very important were: choosing the right job (90.7 percent), being successful in a job (88.1 percent), being a good parent (83.6 percent), being in good physical shape (67.4 percent), developing a strong set of values (64.3 percent), being able to understand people (62.1 percent), and being a good citizen (50.2 percent).

Most of these students had decided what type of job they would like to have in ten years (60.5 percent) and were satisfied with the help they had received in career planning (49.7 percent-satisfied, 8.3 percent-very

satisfied). Nevertheless, they would still like more information about career choices (58.8 percent).

The types of jobs which most interested students who did not plan to attend college were:

Technical positions in Construction, Industrial, Mechanical and Related (31.4 percent)
Nontechnical positions in Construction, Industrial, Mechanical, and Related (16.8 percent)
Nontechnical positions in Agribusiness, Environment and Related Sciences (14.2 percent)
Nontechnical positions in Office, Clerical, Banking, and Related (11.6 percent)
Technical positions in Office, Clerical, Banking, and Related (10.6 percent)

Nontechnical positions in Sales and Related (9.6 percent)
Homemaker (9.6 percent)
Technical positions in Communications/Media, and Related (9.2 percent)
Professional positions in Construction, Industrial, Mechanical and Related (9.2 percent)
Professional positions in Sales and Related (9.2 percent)

A rather high percentage of these students (36.5 percent) plan to continue their training after high school either in a vocational-technical school (29.2 percent) or in an apprenticeship program (7.3 percent). The main reasons they gave for not going to college were: the job they want does not require a college education (38.0 percent), they don't feel cut out for college (34.9 percent), and they do not like school (31.6 percent). Most (74.9 percent), though, appear willing to spend at least some time in job-related training.

The career programs in which these students were most likely to want extensive training were:

Automotive Mechanics (27.1 percent)
Carpentry (18.8 percent)
Metalworking (13.5 percent)
Home Management (12.5 percent)
Electronics (12.2 percent)

Horse Care and Training (11.2 percent)
Secretarial (11.2 percent)
Commercial Photography (10.9 percent)

Sales/Marketing Management (10.6 percent)
Early Childhood Education (9.6)

Areas in which over one-fourth of the students expressed an interest in at least some training were:

Automotive Mechanics (57.1 percent)
Carpentry (48.8 percent)
Metalworking (38.6 percent)
Home Management (35.0 percent)
Commercial Photography (34.7 percent)

Electronics (34.7 percent)
Plumbing (30.0 percent)
Horse Care and Training (28.7 percent)
Sales/Marketing Management (28.7 percent)
Secretarial (28.4 percent)

Agricultural Studies (28.1 percent)
Law Enforcement (28.1 percent)
Fire Protection and Public Safety (26.7 percent)
Early Childhood Education (26.1 percent)

Even though most of these students had seen or heard advertising about JCCC (79.0 percent) or knew someone who attended (74.8 percent), they typically knew not very much (41.2 percent) or nothing (24.9 percent) about the College. As a school to develop job skills, they felt JCCC was average (39.5 percent) to excellent (46.1 percent-good, 10.9 percent-excellent).

VIII. RELATIONSHIP OF KNOWLEDGE ABOUT JCCC AND RATINGS

As Table 72 shows, knowledge of JCCC had a dramatic effect on students' ratings of the college. Those who indicated that they knew quite a bit about the College were far more likely to give excellent ratings than were other students. Of course, students who are interested in JCCC are far more likely to seek out information and to increase their knowledge of the College. Nevertheless, the percentage of excellent ratings on every characteristic is higher for students who know quite a bit about the college than for students who actually indicated that JCCC was their college choice. It would appear, then,

that increasing students' awareness of the college will have a positive impact on their perceptions.

As Table 73 shows, knowledge of JCCC was higher for students who had been on campus, heard or seen advertising, or who knew someone who had attended. Having been on campus seemed to have the greatest impact on students' knowledge of JCCC. Nevertheless, only 12.0 percent of those who had been on campus felt they knew quite a bit about the college.

IX. SUMMARY AND IMPLICATIONS

Despite all the differences noted among the various categories of students, a number of similarities emerged. In general, students appeared to be very highly oriented toward career goals. They felt it was very important to choose the right job and to be successful in a job. They were interested in learning more about career choices and were likely to consider career programs in making their choice of a college.

Thus, any marketing effort undertaken by the college should stress the relevance of an education at JCCC to career goals. The emphasis, however, should not focus merely on career programs at the College. Most of the students surveyed were interested in professional types of positions and the majority of students who were considering college attendance intended to earn at least a bachelor's degree. Literature on general education courses should emphasize both their transferability and their relevance to various career options. Establishing specific majors within the general education area would likely enhance this effort. Similarly, literature on career programs should also stress their relevance to professional careers and transfer programs as well as their relevance to immediate placement in technical positions.

With the strong interest expressed in career information, career

exploration programs for high school students could fill a community need and, at the same time, increase awareness of the College. Such a program would likely be expensive but has tremendous potential for attracting students. Career counseling services available on campus should also be promoted.

Although students were highly motivated toward career related goals, they also were interested in developing as complete individuals. They wanted to be good parents, to be able to understand other people, to develop a strong set of values, and to be in good physical shape. Thus, the College should emphasize its role in developing the "total person". The College should emphasize that it prepares students not only for a career but for effective living.

In developing a marketing plan for the College, some of the differences among various groups should also be considered. The college currently appears to be far more effective in attracting female high school students (63.4 percent of those choosing JCCC on the survey were females). The majority of students who were undecided about their college choice or who did not plan to attend were males. Establishment of "heavy technology" programs at the College should increase the proportion of males selecting the College, but other reasons for their relative lack of interest should also be explored. For some reason, female students seemed more knowledgable about JCCC and to be more favorably disposed toward the College.

It should also be noted that students who indicated JCCC as their college choice tended to be less committed to college attendance than those choosing other colleges. Nearly half (46.2 percent) planned to wait a year or more before attending (19.9 percent) or said they would <u>possibly</u> attend (26.3 percent). Thus, it may require persistent effort

to get such students to enroll even after they apply for admission.

If recruiting efforts are to be directed at students who are considering college but who have not decided upon a specific college, a number of points should be remembered. First, a majority of these students were juniors. By their senior year most had made their decision. Second, these students are not highly committed to college attendance. Less than half (42.1 percent) have definite plans to attend college right after high school. Third, most of these students know "not very much" (45.3 percent) or "nothing" (15.2 percent) about JCCC. Thus, it may require special effort to recruit them. Fourth, the undecided student is also often undecided about career goals (53.8 percent do not know the type of job they would like to have ten years from now). If such students are attracted to JCCC, they will likely need career counseling to help them set goals and increase the likelihood that they will stay in college. Finally, several of the career areas in which these students were most interested in receiving training were "heavy technologies" not yet available at JCCC (automotive, carpentry, and metalworking).

If the College attempts to recruit students who do not plan to attend college, problems of recruitment and retention will be further magnified. These students tended to be least knowlegeable of JCCC and were most interested in "heavy technology" programs not currently available at the college. Since these students are less well prepared academically and obviously less committed to college than traditional students, retention will likely be a major concern. These students must see the relevance of their education to their career goals. Most of them know what type of job they want. They must be convinced that training at JCCC will help them more than trade schools, apprenticeship programs, or on-the-job experience.

In conclusion, a successful recruitment program for JCCC will likely require changes in advertising and promotion, new course programming, and increased emphasis on counseling and retention.

REFERENCES

1. A Student Evaluation of Counseling and Library Services, Student Activities and College Publications (including student preferences for alternative class schedules). Johnson County Community College, Overland Park, Kansas, August, 1976.

2. An Assessment of JCCC Student Interest in Potential Career Programs and Expanded Student Services. Johnson County Community College, Overland Park, Kansas, October, 1978.

3. An Examination of Potential Career Programs: Special Reports on 16 Career Areas. Johnson County Community College, Overland Park, Kansas, June 1978.

4. Educational Needs of Johnson County Businesses. Johnson County Community College, Overland Park, Kansas, June 1978.

5. Educational Needs of Southern Johnson County. Johnson County Community College, Overland Park, Kansas, June 1978.

TABLE 1

PERCENTAGE OF JOHNSON COUNTY HIGH SCHOOL GRADUATES
ENROLLING FOR FALL SEMESTER CLASSES AT JCCC

Graduating Class	Number of High School Graduates	Number Enrolling At JCCC	Percentage Enrolling At JCCC
Year			
1969	3601	532	14.8%
1970	3722	687	18.5%
1972	4206	1011	24.0%
1973	4134	828	20.0%
1974	3942	799	20.3%
1975	4100	826	20.1%
1976	4135	807	19.5%
1977	4327	844	19.5%
1978	4249	781	18.4%

NOTE ON USE OF TABLES--Percentages for the tables in this report were derived from computer calculations. In some cases, percentages may not add up to exactly 100.0% due to rounding. Similarly, when percentages for a combination of two or more categories are reported in the narrative, these are derived by computing that specific percentage, not by adding percentages for the categories. These calculated percentages will not always be the same as would be obtained by merely adding percentages from the component categories. For example, Table 29 shows that 12.4 percent of the women surveyed were interested in receiving extensive training in commercial art and 26.2 percent were interested in some training. Overall interest in the program was computed as 38.7 percent $\frac{(122 + 258)}{983}$ rather than the 38.6 percent that would have been obtained by adding 12.4 percent and 26.2 percent.

For Tables 2-73, the X^2 statistic was used to determine whether groups differed significantly from one another. Two probability levels were chosen to indicate the level of confidence--$p<.05$ and $p<.01$.

TABLE 2

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS PARTICIPATING IN POST-GRADUATION PLANS SURVEY

Characteristic	Class		
	Juniors (N=1031)	Seniors (N=916)	Overall (N=1947)
Sex:			
Male	50.6%	48.3%	49.5%
Female	49.4	51.7	50.5
Length of residency in Johnson County:			
Less than 1 year	4.1%	2.3%	3.2%
1-2 years	6.7	6.8	6.8
3-5 years	13.4	11.9	12.7
6-10 years	17.9	19.6	18.7
Over 10 years	57.5	58.4	57.9
Not Resident	0.4	1.0	0.7
Mother's highest level of education:			
Grade school or less	1.2%	0.8%	1.0%
Some high school	9.8	9.5	9.7
High school graduate	41.9	43.8	42.8
Vocational or technical school	4.8	5.2	5.0
Some college	19.3	18.1	18.7
College graduate	18.0	17.2	17.6
Advanced degree	5.0	5.3	5.2
Father's highest level of education:			
Grade school or less	1.5%	1.6%	1.5%
Some high school	11.0	10.5	10.8
High school graduate	26.4	25.3	25.9
Vocational or technical school	7.4	7.8	7.6
Some college	16.8	17.1	16.9
College graduate	25.3	25.8	25.5
Advanced degree	11.6	12.0	11.8
Plan to live in Metropolitan Kansas City Area after completing education:			
Yes	28.8%	27.6%	28.2%
No	21.8	23.9	22.8
Undecided	49.4	48.5	49.0

TABLE 3

GRADE POINT AVERAGES REPORTED
BY STUDENTS SURVEYED

Subject Area/Grade	Class		Overall
	Juniors	Seniors	
English			
A	22.7%	24.9%	23.8%
B	40.3	40.1	40.2
C	29.9	29.0	29.5
D	7.1	6.0	6.6
Mathematics			
A	17.9%	15.9%	17.0%
B	37.3	37.5	37.4
C	37.1	41.4	39.1
D	7.6	5.2	6.5
Overall GPA*			
A	11.9%	13.8%	12.8%
B	48.8	53.4	51.0
C	36.9	30.9	34.1
D	2.4	1.9	2.1

*Responses differ significantly at $p < .01$.

TABLE 4

RATINGS OF IMPORTANCE FOR SELECTED GOALS

Goal/Class	Rating: Very Important	Somewhat Important	Not Important
Being successful in a job:			
Juniors	91.8%	8.0%	0.2%
Seniors	94.3	5.6	0.1
Overall	93.0	6.9	0.2
Being a good speaker:			
Juniors	32.7%	55.8%	11.5%
Seniors	34.1	56.3	9.6
Overall	33.4	56.0	10.6
Being able to write well:			
Juniors	47.3%	47.6%	5.2%
Seniors	48.0	46.5	5.5
Overall	47.6	47.1	5.3
Choosing the right job:			
Juniors	95.2%	4.5%	0.3%
Seniors	95.3	4.5	0.2
Overall	95.2	4.5	0.3
Being a good citizen:*			
Juniors	50.1%	45.2%	4.7%
Seniors	51.7	46.0	2.3
Overall	50.9	45.6	3.6
Appreciating art and music:*			
Juniors	31.9%	44.4%	23.7%
Seniors	31.8	49.3	18.9
Overall	31.8	46.7	21.4
Being a good parent:*			
Juniors	85.0%	12.0%	3.0%
Seniors	88.9	8.9	2.2
Overall	86.8	10.5	2.6

*Responses differ significantly at $p < .05$.

TABLE 4

RATINGS OF IMPORTANCE FOR SELECTED GOALS
(continued)

Goal/Class	Rating: Very Important	Somewhat Important	Not Important
Developing a strong set of values: **			
Juniors	72.5%	26.3%	1.3%
Seniors	78.5	20.5	1.0
Overall	75.3	23.5	1.1
Making lots of money: **			
Juniors	43.8%	48.6%	7.6%
Seniors	37.5	52.4	10.2
Overall	40.8	50.4	8.8
Understanding history:			
Juniors	10.4%	55.0%	34.7%
Seniors	11.9	57.3	30.8
Overall	11.1	56.1	32.9
Being able to understand people:			
Juniors	74.2%	24.0%	1.8%
Seniors	77.0	21.2	1.8
Overall	75.5	22.7	1.8
Understanding politics:			
Juniors	19.2%	60.0%	20.8%
Seniors	22.9	59.4	17.7
Overall	21.0	59.7	19.3
Being in good physical shape:			
Juniors	69.7%	28.1%	2.2%
Seniors	69.2	29.3	1.5
Overall	69.5	28.7	1.9

**Responses differ significantly at $p < .01$.

TABLE 5

CAREER PLANNING ACTIVITIES

Question	Class		Overall
	Juniors	Seniors	
Plans while in high school:**			
To leave before graduating	0.3%	0.4%	0.4%
To develop job skills	15.9	11.0	13.6
To prepare for additional education or training	63.8	72.0	67.7
Not sure	20.0	16.6	18.4
Have decided type of job would like to have ten years from now:			
Yes	55.0%	57.1%	56.0%
No	45.0	42.9	44.0
Ratings of satisfaction with help received in career planning:			
Very satisfied	6.0%	8.5%	7.2%
Satisfied	51.9	50.8	51.4
Not satisfied	27.0	27.9	27.4
Did not receive any help	15.0	12.8	14.0
Would like more information about career choices:**			
Yes	78.8%	73.2%	76.2%
No	21.2	26.8	23.8
Feel that too much emphasis is currently being placed on choosing a career while in high school:			
Yes	24.4%	24.9%	24.7%
No	75.6	75.1	75.3
Plan to attend college either full-time or part-time:**			
Yes, definitely. Right after high school.	46.8%	57.1%	51.7%
Yes, definitely. But plan to wait.	13.7	11.1	12.5
Possibly will attend.	23.0	17.2	20.3
No.	16.5	14.5	15.6

**Responses differ significantly $p < .01$.

TABLE 6

JOB INTERESTS OF STUDENTS SURVEYED

Area/Level of Interest	Class		
	Juniors	Seniors	Overall
Agribusiness, Environment and Related Sciences:			
Nontechnical	6.7%	6.0%	6.4%
Technical	3.8	3.9	3.9
Professional	9.7	8.5	9.1
Communications, Media, and Related:			
Nontechnical	3.3%	2.5%	2.9%
Technical	8.9	8.2	8.6
Professional	17.3	16.6	16.9
Construction, Industrial, Mechanical, and Related:			
Nontechnical	4.9%	4.4%	4.7%
Technical	15.3	14.1	14.7
Professional	14.5	14.7	14.6
Health Related:			
Nontechnical	6.1%	3.5%	4.9%
Technical	5.9	5.6	5.8
Professional	12.1	12.9	12.5
Office, Clerical, Banking and Related:			
Nontechnical	5.3%	4.4%	4.9%
Technical	8.8	8.8	8.8
Professional	15.8	15.2	15.5
Sales and Related:			
Nontechnical	5.5%	3.7%	4.7%
Technical	3.9	3.8	3.9
Professional	13.1	13.8	13.4
Social Services, Education and Related: **			
Nontechnical	1.6%	1.0	1.3%
Technical	2.5	2.4	2.5
Professional	19.4	25.1	22.1

Note.--Students were asked to check no more than two areas of interest.
*Responses differ significantly at $p < .05$.

TABLE 6

JOB INTERESTS OF STUDENTS SURVEYED
(continued)

Area/Level of Interest	Class		Overall
	Juniors	Seniors	
Protective Services:			
Nontechnical	1.3%	1.2%	1.2%
Technical	4.5	4.8	4.6
Professional	5.7	5.1	5.4
Other Services:			
Nontechnical	4.2%	2.0%	3.1%
Technical	4.6	3.8	4.3
Professional	8.4	8.2	8.3
Homemaker:	4.8%	6.6%	5.6%
Other*:	4.4%	3.3%	3.9%

Note.--Students were asked to check no more than two areas of interest.

*Other jobs of interest to juniors included: airline stewardess, professional sports, horse trainer, minister, air force, printer, working with disabled persons, cruise director, veterinarian, animal trainer, politician.

*Other jobs of interest to seniors included: airline stewardess, professional sports, horse trainer, minister, air force, cruise director, veterinarian, animal trainer, and language arts.

TABLE 7

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISIONS NOT TO ATTEND COLLEGE

Reason/Class	Rating		
	Very Important	Somewhat Important	Not Important
Parents do not want me to go:			
Juniors	4.3%	19.1%	76.5%
Seniors	3.2	10.5	86.3
Overall	3.8	15.4	80.8
Guidance Counselor advised me not to go:			
Juniors	3.1%	14.2%	82.7%
Seniors	3.3	6.5	90.2
Overall	3.2	10.9	86.0
College does not offer the kind of training I want:			
Juniors	22.8%	26.5%	50.6%
Seniors	19.5	29.3	51.2
Overall	21.4	27.7	50.9
Cannot afford to go to college:			
Juniors	23.6%	29.8%	46.6%
Seniors	23.2	37.6	39.2
Overall	23.4	33.2	43.4
Do not feel that I am cut out for college:			
Juniors	33.1%	36.2%	30.7%
Seniors	37.3	38.1	24.6
Overall	34.9	37.0	28.0
Am getting or already am married:			
Juniors	21.7%	11.8%	66.5%
Seniors	17.6	12.8	69.6
Overall	19.9	12.2	67.8

Note.--These percentages are based on responses of the 170 juniors and 133 seniors who definitely do not plan to attend college.

TABLE 7

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISIONS NOT TO ATTEND COLLEGE (continued)

Reason/Class	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Do not like school:			
Juniors	32.9%	37.2%	29.9%
Seniors	29.9	32.3	37.8
Overall	31.6	35.1	33.3
Job I want does not require college education:			
Juniors	41.9%	32.5%	25.6%
Seniors	33.1	38.6	28.3
Overall	38.0	35.2	26.8
College is a rip-off:			
Juniors	18.6%	23.0%	58.4%
Seniors	13.7	21.0	65.3
Overall	16.5	22.1	61.4
Feel that I am not prepared well enough for college:			
Juniors	33.7%	34.4%	31.9%
Seniors	24.2	38.7	37.1
Overall	29.6	36.2	34.1
Transportation--No college close enough to me:			
Juniors	10.7%	15.7%	73.6%
Seniors	6.5	11.4	82.1
Overall	8.9	13.8	77.3

Note--These percentages are based on responses of the 170 juniors and 133 seniors who definitely do not plan to attend college.

TABLE 8

POST-GRADUATION PLANS OF STUDENTS WHO
DO NOT INTEND TO GO TO COLLEGE

Question	Class		Overall
	Juniors	Seniors	
Plan after leaving high school:			
Enter the military service	6.0%	7.5%	6.6%
Go to vocational, technical, business or trade school	30.4	27.8	29.2
Become a full-time homemaker	6.0	5.3	5.6
Go to work full-time	29.2	38.3	33.2
Enter apprenticeship training	9.5	4.5	7.3
Have not decided	19.0	16.5	17.9
Time per week respondents would be willing to spend on job related training:*			
5 hours or less per week	6.1%	7.1%	6.5%
6-10 hours per week	18.2	23.0	20.3
11-15 hours per week	20.0	7.1	14.4
Over 15 hours per week	32.1	35.7	33.7
Do not want this type of training	23.6	27.0	25.1
Length of time respondents would like training to last:			
1 month or less	16.3%	15.2%	15.8%
2-3 months	30.1	22.4	26.8
4 months or more	30.7	40.0	34.7
Do not want training	22.9	22.4	22.7
Have considered attending a community college:			
Yes	26.0%	30.3%	27.9%
No	74.0	69.7	72.1

Note. These percentages are based on responses of the 170 juniors and 133 seniors who definitely do not plan to attend college.

*Responses differ significantly at p .05.

TABLE 9

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISION TO ATTEND COLLEGE

Reason/Class	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
To prepare for a better paying job:*			
Juniors	72.7%	25.1%	2.3%
Seniors	67.3	29.2	3.5
Overall	70.1	27.1	2.9
Self understanding and personal development:*			
Juniors	59.4%	37.8%	2.8%
Seniors	66.0	31.0	3.0
Overall	62.6	34.6	2.9
To gain a general education and appreciation of ideas:*			
Juniors	55.8%	41.1%	3.1%
Seniors	62.2	35.6	2.2
Overall	58.8	38.5	2.7
To prepare for a happy marriage and family life:			
Juniors	44.4%	40.1%	15.6%
Seniors	41.7	43.9	14.4
Overall	43.1	41.9	15.0
To develop ability to get along with different kinds of people:*			
Juniors	62.5%	33.5%	4.0%
Seniors	68.7	28.0	3.2
Overall	65.5	30.9	3.7
Satisfaction of earning a degree:			
Juniors	43.8%	46.2%	10.0%
Seniors	44.1	45.5	10.4
Overall	43.9	45.9	10.2
Parents want me to:**			
Juniors	19.5%	44.5%	36.1%
Seniors	13.4	44.3	42.3
Overall	16.6	44.4	39.1

Note.--These percentages are based on the responses of the 861 juniors and 783 seniors who indicated that they plan to attend college.

*Responses differ significantly at $p<.05$.

**Responses differ significantly at $p<.01$.

TABLE 10

COLLEGES CHOSEN BY THOSE WHO PLAN TO ATTEND

College*	Class		
	Juniors	Seniors	Overall
Johnson County Community College	30.2%	29.9%	30.0%
University of Kansas	29.2	28.8	29.0
Kansas State University	8.9	8.4	8.6
Emporia State University	1.7	3.7	2.7
Pittsburgh State University	0.8	2.5	1.7
Baker University	0.8	2.5	1.7
All Other	28.4	24.2	26.3
Location of Schools Chosen			
Kansas	76.0%	82.1%	79.1%
Kansas City Area	(31.6)	(31.5)	(31.5)
Other	(44.4)	(50.6)	(47.6)
Missouri	3.7%	5.3%	4.5%
Kansas City Area	(1.0)	(2.0)	(1.5)
Other	(2.7)	(3.3)	(3.0)
Out of State	20.3%	12.6%	16.4%
Type of Schools Chosen			
Public	87.9%	87.2%	87.5%
Two-year	(32.0)	(32.0)	(32.0)
Four-year	(55.9)	(55.2)	(55.5)
Private	9.4%	9.5%	9.5%
Two-year	(0.2)	(0.0)	(0.1)
Four-year	(9.2)	(9.5)	(9.4)
Other (e.g. art institute, fashion, etc.)	2.7%	3.3%	3.0%

Note.--These percentages are based on the responses of the 596 juniors and 643 seniors who actually indicated a choice. There were 265 juniors and 140 seniors who were planning to attend college but did not indicate a specific college.

*Responses differ significantly at $p<.05$.

TABLE 11

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE

Reason/Class	Rating		
	Very Important	Somewhat Important	Not Important
Low tuition:			
Juniors	20.6%	50.3%	29.1%
Seniors	20.9	52.3	26.8
Overall	20.7	51.3	27.9
Good academic reputation:			
Juniors	57.1%	35.6%	7.4%
Seniors	58.6	36.4	5.0
Overall	57.9	36.0	6.2
Advice of parents:			
Juniors	28.6%	45.8%	25.6%
Seniors	23.6	49.5	27.0
Overall	26.1	47.6	26.3
Advice of friends:			
Juniors	19.8%	47.7%	32.6%
Seniors	21.2	51.0	27.8
Overall	20.5	49.3	30.2
Advice of counselor:			
Juniors	18.6%	45.7%	35.8%
Seniors	16.4	49.9	33.7
Overall	17.5	47.8	34.7
Advice of someone who attended:			
Juniors	46.1%	37.4%	16.4%
Seniors	42.8	43.1	14.2
Overall	44.4	40.3	15.3
Can live at home while attending:**			
Juniors	22.9%	24.9%	52.2%
Seniors	22.9	17.7	59.3
Overall	22.9	21.3	55.8

**Responses differ significantly at $p<.01$.

TABLE 11

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE (continued)

Reason/Class	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Want to live away from home:			
Juniors	24.7%	34.6%	40.7%
Seniors	26.7	37.7	35.5
Overall	25.7	36.2	38.1
Near enough that I can visit home often:			
Juniors	35.0%	41.5%	23.6%
Seniors	34.3	42.2	23.5
Overall	34.6	41.8	23.5
College has special program I want:			
Juniors	51.7%	33.6%	14.7%
Seniors	55.4	31.2	13.3
Overall	53.6	32.4	14.0
Good selection of evening classes: **			
Juniors	15.0%	31.5%	53.6%
Seniors	10.6	25.6	63.9
Overall	12.7	28.5	58.8
Good variety of courses to choose from: *			
Juniors	62.6%	30.2%	7.2%
Seniors	56.3	36.3	7.4
Overall	59.4	33.3	7.3
Good career program:			
Juniors	63.2%	30.1%	6.7%
Seniors	59.6	32.3	8.0
Overall	61.4	31.2	7.4
Good liberal arts program:			
Juniors	20.3%	42.9%	36.9%
Seniors	23.8	41.0	35.1
Overall	22.1	41.9	36.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 11

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE (continued)

Reason/Class	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Able to work and attend college at the same time:*			
Juniors	50.6%	28.6%	20.9%
Seniors	43.5	30.1	26.4
Overall	47.0	29.3	23.7
This college will help me develop job contacts:*			
Juniors	58.3%	33.3%	8.4%
Seniors	51.0	37.3	11.7
Overall	54.7	35.3	10.0
Possibility of academic scholarship for me:			
Juniors	32.5%	37.6%	29.9%
Seniors	28.2	38.9	32.9
Overall	30.4	38.2	31.4
Possibility of athletic scholarship for me:**			
Juniors	18.4%	25.6%	56.0%
Seniors	15.6	18.5	65.9
Overall	17.0	22.0	61.0
Wanted to attend a church related school:*			
Juniors	8.0%	16.0%	76.0%
Seniors	5.0	13.0	82.0
Overall	6.5	14.5	79.1
Relatives went there:**			
Juniors	14.5%	18.6%	66.9%
Seniors	9.5	15.0	75.5
Overall	12.0	16.7	71.3

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 11

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE (continued)

Reason/Class	Rating		
	Very Important	Somewhat Important	Not Important
Social and cultural opportunities:			
Juniors	24.8%	46.2%	29.0%
Seniors	22.2	45.1	32.6
Overall	23.5	45.7	30.8
Availability of housing:			
Juniors	21.4%	41.8%	36.7%
Seniors	21.3	43.2	35.5
Overall	21.4	42.5	36.1
Athletic programs:**			
Juniors	22.6%	28.3%	49.1%
Seniors	16.6	26.2	57.2
Overall	19.5	27.3	53.2
Things I've read about the school:			
Juniors	33.8%	47.2%	19.1%
Seniors	34.2	46.9	18.9
Overall	34.0	47.0	19.0

**Responses differ significantly at $p<.01$.

TABLE 12

PLANS OF STUDENTS WHO WILL ATTEND COLLEGE

Question	Class		
	Juniors	Seniors	Overall
Where will you live while attending college? ***			
College residence hall	26.5%	40.7%	33.4%
Fraternity or sorority house	20.1	11.6	16.0
In own apartment or house	30.6	26.0	28.4
In parents' apartment or house	19.0	20.5	19.7
Other	3.8	1.2	2.5
If you plan to attend a community college, do you plan to transfer to a four year college later?			
Yes*	33.8%	31.4%	32.6%
No	25.0	21.7	23.4
Do not plan to attend a community college	41.2	46.9	44.0
Highest degree intending to earn: **			
Do not plan to earn a degree	15.5%	13.3%	14.4%
Associate of Arts	9.9	12.0	11.0
Bachelor's	31.0	34.9	32.9
Master's	23.0	25.2	24.1
Doctorate or professional degree	20.5	14.6	17.6
Are you interested in general liberal arts education or in training for a specific occupation?			
General liberal arts	28.7%	27.2%	27.9%
Specific occupation	71.3	72.8	72.1

*Some students appear to have responded "yes" even though they intend to go to a four-year college immediately.

**Responses differ significantly at $p<.05$.
**Responses differ significantly ap $p<.01$.

TABLE 13

FINANCIAL CONSIDERATIONS FOR STUDENTS
WHO PLAN TO ATTEND COLLEGE

Question	Class		Overall
	Juniors	Seniors	
Plan to work while attending college:**			
Yes, full-time	7.6%	10.8%	9.1%
Yes, part-time	61.9	53.2	57.7
Yes, summer only	26.1	31.1	28.5
No	4.4	4.9	4.7
Percent of expenses parents will provide: **			
Zero	10.2%	14.2%	12.2%
1-25%	16.6	13.7	15.2
26-50%	22.8	18.9	20.9
51-75%	26.7	25.2	26.0
76-100%	23.6	27.9	25.7
Need outside financial assistance to attend college:			
Yes	52.4%	55.2%	53.7%
No	47.6	44.8	46.3

**Responses differ significantly at $p<.01$.

TABLE 14

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS

Career Area/Class	Would Like Extensive Training	Would Like Some Training	Not Interested
Accounting Clerk:			
Juniors	8.1%	25.3%	66.6%
Seniors	8.6	27.1	64.3
Overall	8.3	26.1	65.5
Agricultural Studies:			
Juniors	6.3%	19.5%	74.2%
Seniors	4.1	21.4	74.5
Overall	5.3	20.4	74.3
Air Conditioning and Refrigeration:			
Juniors	2.1%	9.4%	88.5%
Seniors	2.1	10.6	87.3
Overall	2.1	10.0	87.9
Automotive Mechanics:			
Juniors	14.0%	29.9%	56.2%
Seniors	11.1	30.3	58.5
Overall	12.6	30.1	57.3
Business/Foreign Language:			
Juniors	9.6%	29.4%	61.0%
Seniors	9.4	27.6	63.0
Overall	9.5	28.6	61.9
Carpentry:			
Juniors	10.3%	24.4%	65.3%
Seniors	8.6	22.7	68.7
Overall	9.5	23.6	66.9
Commercial Art:			
Juniors	9.8%	23.3%	66.9%
Seniors	10.4	25.4	64.2
Overall	10.1	24.3	65.6

Note.--Students were permitted to select more than one career area so the data on pages 19 to 25 should be interpreted accordingly.

TABLE 14

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
(continued)

Career Area/Class	Would Like Extensive Training	Would Like Some Training	Not Interested
Commercial Photography:			
Juniors	14.8%	31.2%	53.9%
Seniors	13.1	32.8	54.1
Overall	14.0	31.9	54.0
Cosmetology:			
Juniors	5.8%	16.4%	77.8%
Seniors	4.5	14.8	80.7
Overall	5.2	15.7	79.1
Data Processing:			
Juniors	8.1%	22.7%	69.2%
Seniors	8.3	24.3	67.4
Overall	8.2	23.5	68.3
Dental Technologies:			
Juniors	3.2%	12.9%	83.9%
Seniors	3.7	10.2	86.1
Overall	3.4	11.6	85.0
Dietetic Technician:			
Juniors	2.2%	9.2%	88.6%
Seniors	2.3	10.2	87.6
Overall	2.3	9.7	88.1
Drafting Technology:			
Juniors	8.1%	16.8%	75.2%
Seniors	7.2	18.2	74.6
Overall	7.7	17.5	74.9
Early Childhood Education			
Juniors	11.0%	23.8%	65.3%
Seniors	9.6	24.6	65.8
Overall	10.3	24.1	65.5

TABLE 14

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
(continued)

Career Area/Class	Would Like Extensive Training	Would Like Some Training	Not Interested
Electronics:			
Juniors	10.2%	25.0%	64.8%
Seniors	9.8	22.9	67.2
Overall	10.0	24.0	65.9
Emergency Medical Technology:			
Juniors	9.7%	21.7%	68.6%
Seniors	8.7	23.7	67.6
Overall	9.2	22.7	68.1
Fashion Merchandising:			
Juniors	11.0%	16.6%	72.5%
Seniors	10.8	18.0	71.2
Overall	10.9	17.3	71.9
Finance and Credit:			
Juniors	6.7%	22.9%	70.4%
Seniors	7.1	26.7	66.2
Overall	6.9	24.7	68.4
Fire Protection and Public Safety:			
Juniors	3.5%	16.3%	80.2%
Seniors	5.2	16.4	78.4
Overall	4.3	16.3	79.4
Food Preparation and Service:			
Juniors	3.6%	13.7%	82.7%
Seniors	2.5	15.2	82.3
Overall	3.1	14.4	82.5
Home Management: *			
Juniors	9.6%	27.4%	62.9%
Seniors	7.0	32.2	60.8
Overall	8.4	29.7	61.9

*Responses differ significantly at $p<.05$.

TABLE 14

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
(continued)

Career Area/Class	Would Like Extensive Training	Would Like Some Training	Not Interested
Horse Care and Training:			
Juniors	8.1%	14.5%	77.4%
Seniors	6.6	13.9	79.6
Overall	7.4	14.2	78.4
Hotel and Lodging:			
Juniors	3.4%	8.5%	88.1%
Seniors	3.4	9.3	87.3
Overall	3.4	8.9	87.7
Insurance Sales and Service:			
Juniors	3.4%	12.7%	83.9%
Seniors	4.0	12.8	83.2
Overall	3.7	12.7	83.6
Journalism/Advertising:			
Juniors	10.7%	22.2%	67.1%
Seniors	11.7	22.4	65.9
Overall	11.1	22.3	66.6
Law Enforcement:			
Juniors	8.6%	18.6%	72.7%
Seniors	7.2	22.1	70.7
Overall	8.0	20.2	71.8
Legal Assistant (Paralegal):			
Juniors	5.5%	14.5%	80.0%
Seniors	5.9	18.3	75.8
Overall	5.7	16.3	78.0
Medical Lab Technology:			
Juniors	6.7%	14.6%	78.7%
Seniors	6.2	14.3	79.5
Overall	6.5	14.5	79.0

TABLE 14

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
(continued)

Career Area/Class	Would Like Extensive Training	Would Like Some Training	Not Interested
Medical Records Technology:			
Juniors	4.2%	11.4%	84.4%
Seniors	4.6	10.3	85.2
Overall	4.4	10.9	84.7
Mental Health Technology:			
Juniors	7.2%	13.2%	79.6%
Seniors	7.1	15.1	77.8
Overall	7.1	14.1	78.8
Metalworking:			
Juniors	8.2%	17.0%	74.8%
Seniors	6.6	15.3	78.2
Overall	7.4	16.2	76.4
Nursing:			
Juniors	5.2%	11.9%	82.8%
Seniors	5.2	12.0	82.8
Overall	5.2	12.0	82.8
Occupational Therapy Assistant:			
Juniors	3.6%	10.4%	86.0%
Seniors	2.7	12.8	84.5
Overall	3.2	11.5	85.3
Optical Technician:			
Juniors	1.9%	6.9%	91.2%
Seniors	2.1	7.0	90.9
Overall	2.0	6.9	91.1
Physical Therapy Technology:			
Juniors	6.8%	11.8%	81.4%
Seniors	6.0	14.6	79.4
Overall	6.4	13.1	80.4

TABLE 14

INTEREST OF STUDENTS IN RECEIVING TRAINING IN SELECTED CAREER AREAS (Continued)

Career Area/Class	Would Like Extensive Training	Would Like Some Training	Not Interested
Plumbing:			
Juniors	4.7%	12.6%	82.7%
Seniors	4.3	12.3	83.4
Overall	4.5	12.5	83.1
Press Operator:			
Juniors	1.6%	8.0%	90.4%
Seniors	2.3	9.3	88.4
Overall	2.0	8.6	89.5
Real Estate:			
Juniors	4.8%	16.0%	79.1%
Seniors	6.1	18.4	75.4
Overall	5.4	17.2	77.4
Recreational Leadership: *			
Juniors	6.7%	15.7%	77.6%
Seniors	6.7	20.2	73.1
Overall	6.7	17.8	75.5
Respiratory Therapy:			
Juniors	2.7%	8.6%	88.7%
Seniors	2.6	11.7	85.7
Overall	2.7	10.1	87.3
Sales/Marketing Management:			
Juniors	13.6%	19.0%	67.4%
Seniors	14.1	23.3	62.7
Overall	13.8	21.0	65.2
Secretarial:			
Juniors	10.7%	17.8%	71.5%
Seniors	8.0	19.7	72.4
Overall	9.4	18.7	71.9

*Responses differ significantly at $p<.05$.

TABLE 14

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
(continued)

Career Area/Class	Would Like Extensive Training	Would Like Some Training	Not Interested
Technical Writing:			
Juniors	4.2%	11.6%	84.2%
Seniors	3.6	12.2	84.2
Overall	3.9	11.9	84.2
Tool and Die Maker:			
Juniors	3.3%	8.1%	88.7%
Seniors	2.2	9.2	88.6
Overall	2.8	8.6	88.6
Other:*			

*Other areas of training in which students indicated an interest were modeling, fashion design, interior design, business/management, law, communications, fine arts, performing arts, broadcasting, education, history/political science, social sciences, medical doctor, health/biological sciences, natural sciences, physical sciences, mathematics, architecture, engineering, welding, machinist, millwright, physical development, professional sports, coaching, truck driving, beautician, court reporter, aviation, pilot, stewardess/flight attendant, and military.

TABLE 15

LEVEL OF INFORMATION STUDENTS HAVE REGARDING
JOHNSON COUNTY COMMUNITY COLLEGE

Question	Class		Overall
	Juniors	Seniors	
Have been on JCCC campus:**			
Yes	64.5%	71.0%	67.6%
No	35.5	29.0	32.4
Have seen or heard JCCC advertising:*			
Yes	82.8%	87.0%	84.8%
No	17.2	13.0	15.2
Know someone who has attended JCCC:**			
Yes	82.3%	92.5%	87.1%
No	17.7	7.5	12.9
How much know about JCCC:**			
Quite a bit	6.8%	11.0%	8.8%
A little bit	40.1	44.2	42.0
Not very much	39.3	37.1	38.2
Nothing	13.9	7.7	11.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 16

STUDENTS' IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE

Characteristic/Class	Rating				
	Excellent	Good	Average	Below Average	Poor
School to prepare for transfer:					
Juniors	13.4%	50.2%	32.6%	2.4%	1.4%
Seniors	14.2	55.6	27.5	1.8	0.9
Overall	13.8	52.7	30.2	2.1	1.2
School to develop job skills:					
Juniors	10.9%	48.9%	35.5%	3.8%	1.0%
Seniors	12.5	45.3	37.2	4.5	0.5
Overall	11.6	47.2	36.3	4.1	0.7
Academic reputation:					
Juniors	11.5%	53.3%	31.5%	2.5%	1.1%
Seniors	13.4	56.5	28.2	1.2	0.7
Overall	12.4	54.9	29.9	1.9	0.9
Quality of instruction:					
Juniors	11.8%	54.7%	30.4%	1.8%	1.3%
Seniors	15.0	53.4	30.0	0.9	0.7
Overall	13.3	54.1	30.2	1.4	1.0
Variety of courses offered:					
Juniors	23.4%	47.6%	25.8%	2.3%	1.0%
Seniors	23.1	47.9	26.9	1.6	0.5
Overall	23.3	47.7	26.3	1.9	0.8
Social life:					
Juniors	12.0%	38.0%	39.8%	6.5%	3.7%
Seniors	8.7	38.5	39.5	9.2	4.0
Overall	10.4	38.3	39.7	7.8	3.8
Extracurricular activities:					
Juniors	13.3%	35.6%	40.0%	8.9%	2.2%
Seniors	9.4	35.3	41.7	10.6	3.1
Overall	11.4	35.4	40.8	9.7	2.6

TABLE 16

STUDENTS' IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE
(continued)

Characteristic/Class	Rating				
	Excellent	Good	Average	Below Average	Poor
Convenience of location for you:					
Juniors	52.4%	27.6%	15.3%	2.2%	2.4%
Seniors	57.2	28.9	12.0	0.9	0.9
Overall	54.7	28.3	13.7	1.6	1.7
Counseling services:					
Juniors	9.6%	46.0%	40.3%	2.3%	1.9%
Seniors	13.7	42.6	41.2	1.6	0.9
Overall	11.6	44.3	40.7	2.0	1.4

TABLE 17

DEMOGRAPHIC CHARACTERISTICS OF FEMALE AND MALE STUDENTS PARTICIPATING IN POST-GRADUATION PLANS SURVEY

Characteristic	Class		
	Females (N=983)	Males (N=964)	Overall (N=1947)
Grade:			
Junior	51.8%	54.1%	53.0%
Senior	48.2	45.9	47.0
Length of residency in Johnson County:			
Less than 1 year	3.2%	3.3%	3.2%
1-2 years	6.7	6.8	6.8
3-5 years	12.8	12.6	12.7
6-10 years	19.4	18.0	18.7
Over 10 years	57.0	58.9	57.9
Not resident	0.9	0.4	0.7
Mother's highest level of education:*			
Grade school or less	0.7%	1.3%	1.0%
Some high school	10.8	8.5	9.7
High school graduate	41.9	43.7	42.8
Vocational or technical school	6.2	3.8	5.0
Some college	19.3	18.1	18.7
College graduate	16.1	19.2	17.6
Advanced degree	5.0	5.4	5.2
Father's highest level of education:			
Grade school or less	1.9%	1.2%	1.5%
Some high school	11.6	10.0	10.8
High school graduate	27.0	24.7	25.9
Vocational or technical school	7.4	7.7	7.6
Some college	16.3	17.6	16.9
College graduate	24.3	26.7	25.5
Advanced degree	11.5	12.1	11.8
Plan to live in Metropolitan Kansas City Area after completing education:			
Yes	29.3%	27.2%	28.2%
No	21.0	24.6	22.8
Undecided	49.7	48.2	49.0

*Responses differ significantly at $p<.05$.

TABLE 18

GRADE POINT AVERAGES REPORTED
BY FEMALE AND MALE STUDENTS SURVEYED

Subject Area/Grade	Class		Overall
	Females	Males	
English**			
A	31.4%	16.0%	23.8%
B	44.3	36.0	40.2
C	21.8	37.3	29.5
D	2.6	10.7	6.6
Mathematics*			
A	18.1%	15.8%	17.0%
B	38.5	36.3	37.4
C	38.2	40.1	39.1
D	5.2	7.9	6.5
Overall GPA**			
A	15.2%	10.4%	12.8%
B	57.1	44.7	51.0
C	27.2	41.1	34.1
D	0.5	3.8	2.1

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 19

RATINGS OF IMPORTANCE FOR SELECTED GOALS BY FEMALE AND MALE STUDENTS SURVEYED

Goal/Class	Rating		
	Very Important	Somewhat Important	Not Important
Being successful in a job:			
Females	91.8%	8.1%	0.1%
Males	94.2	5.6	0.2
Overall	93.0	6.9	0.2
Being a good speaker:			
Females	34.5%	55.4%	10.1%
Males	32.2	56.6	11.2
Overall	33.4	56.0	10.6
Being able to write well:**			
Females	54.5%	41.6%	4.0%
Males	40.6	52.7	6.7
Overall	47.6	47.1	5.3
Choosing the right job:			
Females	96.2%	3.7%	0.1%
Males	94.3	5.3	0.4
Overall	95.2	4.5	0.3
Being a good citizen:*			
Females	53.3%	44.0%	2.8%
Males	48.4	47.2	4.4
Overall	50.9	45.6	3.6
Appreciating art and music:**			
Females	36.0%	46.7%	17.3%
Males	27.6	46.8	25.6
Overall	31.8	46.7	21.4
Being a good parent:**			
Females	91.4%	6.2%	2.4%
Males	82.1	15.0	3.0
Overall	86.8	10.5	2.6

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

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TABLE 19
(Continued)

RATINGS OF IMPORTANCE FOR SELECTED GOALS BY FEMALE AND MALE STUDENTS SURVEYED

Goal/Class	Rating		
	Very Important	Somewhat Important	Not Important
Developing a strong set of values:**			
Females	80.0%	19.2%	0.8%
Males	70.5	28.0	1.5
Overall	75.3	23.5	1.1
Making lots of money:**			
Females	31.3%	57.8%	10.9%
Males	50.6	42.8	6.7
Overall	40.8	50.4	8.8
Understanding history:**			
Females	9.8%	53.6%	36.6%
Males	12.4	58.6	29.0
Overall	11.1	56.1	32.9
Being able to understand people:**			
Females	86.6%	12.8%	0.6%
Males	64.2	32.8	2.9
Overall	75.5	22.7	1.8
Understanding politics:**			
Females	16.8%	59.8%	23.4%
Males	25.2	59.7	15.2
Overall	21.0	59.7	19.3
Being in good physical shape:			
Females	67.0%	31.1%	1.8%
Males	72.0	26.1	1.9
Overall	69.5	28.7	1.9

**Responses differ significantly at p .01.

TABLE 20

CAREER PLANNING ACTIVITIES BY FEMALE AND MALE STUDENTS SURVEYED

Question	Class		Overall
	Females	Males	
Plans while in high school:*			
To leave before graduating	0.2%	0.5%	0.4%
To develop job skills	12.2	14.9	13.6
To prepare for additional education or training	70.8	64.4	67.7
Not sure	16.8	20.1	18.4
Have decided type of job would like to have 10 years from now:			
Yes	54.5%	57.4%	56.0%
No	45.5	42.6	44.0
Ratings of satisfaction with help received in career planning:			
Very satisfied	7.9%	6.5%	7.2%
Satisfied	51.9	50.9	51.4
Not satisfied	27.7	27.2	27.4
Did not receive any help	12.6	15.4	14.0
Would like more information about career choices:*			
Yes	78.7%	73.7%	76.2%
No	21.3	26.3	23.8
Feel that too much emphasis is currently being placed on choosing a career while in high school:			
Yes	23.3%	26.0%	24.7%
No	76.7	74.0	75.3
Plan to attend college either full-time or part-time:**			
Yes, definitely. Right after high school.	57.5%	45.7%	51.7%
Yes, definitely. But plan to wait.	10.6	14.4	12.5
Possibly will attend	19.2	21.4	20.3
No.	12.7	18.5	15.6

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 21

JOB INTERESTS OF FEMALE AND MALE STUDENTS SURVEYED

Area/Level of Interest	Sex		Overall
	Females	Males	
Agribusiness, Environment and Related Sciences:**			
Nontechnical	3.2%	9.6%	6.4%
Technical	1.4	6.3	3.9
Professional	5.5	12.9	9.1
Communications, Media, and Related:**			
Nontechnical	2.6%	3.2%	2.9%
Technical	5.7	11.5	8.6
Professional	19.6	14.2	16.9
Construction, Industrial, Mechanical, and Related:**			
Nontechnical	1.1%	8.3%	4.7%
Technical	0.7	29.0	14.7
Professional	4.5	25.0	14.6
Health Related:**			
Nontechnical	7.4%	2.3%	4.9%
Technical	9.1	2.4	5.8
Professional	14.3	10.6	12.5
Office, Clerical, Banking and Related:**			
Nontechnical	8.6%	1.0%	4.9%
Technical	15.1	2.5	8.8
Professional	14.0	17.0	15.5
Sales and Related:**			
Nontechnical	7.0%	2.3%	4.7%
Technical	3.1	4.7	3.9
Professional	12.5	14.3	13.4
Social Services, Education and Related:**			
Nontechnical	0.9%	1.8%	1.3%
Technical	3.9	1.0	2.5
Professional	29.2	14.8	22.1

NOTE: Students were asked to check no more than two areas of interest.

**Responses differ significantly at $p<.01$.

TABLE 21
(Continued)

JOB INTERESTS OF FEMALE AND MALE STUDENTS SURVEYED

Area/Level of Interest	Sex		Overall
	Females	Males	
Protective Services**			
Nontechnical	0.6%	1.9%	1.2%
Technical	2.1	7.2	4.6
Professional	1.9	9.0	5.4
Other Services:**			
Nontechnical	5.5%	0.7%	3.2%
Technical	3.8	4.9	4.3
Professional	3.9	12.9	8.3
Homemaker:**	10.9%	0.3%	5.6%

NOTE: Students were asked to check no more than two areas of interest.

**Responses differ significantly at $p<.01$.

TABLE 22

RATINGS OF SELECTED REASONS FOR FEMALE AND MALE STUDENTS' DECISIONS NOT TO ATTEND COLLEGE

Reason/Sex	Rating		
	Very Important	Somewhat Important	Not Important
Parents do not want me to go:			
Females	1.7%	16.9%	81.4%
Males	5.4	14.3	80.4
Overall	3.8	15.4	80.8
Guidance Counselor advised me not to go:			
Females	0.8%	11.0%	88.1%
Males	4.8	10.8	84.4
Overall	3.2	10.9	86.0
College does not offer the kind of training I want:**			
Females	18.3%	20.0%	61.7%
Males	23.5	32.9	43.5
Overall	21.4	27.7	50.9
Cannot afford to go to college:			
Females	24.4%	31.1%	44.5%
Males	22.8	34.7	42.5
Overall	23.4	33.2	43.4
Do not feel that I am cut out for college:			
Females	39.7%	32.2%	28.1%
Males	31.5	40.5	28.0
Overall	34.9	37.0	28.0
Am getting or already am married:**			
Females	33.3%	14.2%	52.5%
Males	10.2	10.8	78.9
Overall	19.9	12.2	67.8

**Responses differ significantly at $p<.01$.

TABLE 22
(Continued)

RATINGS OF SELECTED REASONS FOR FEMALE AND MALE STUDENTS' DECISIONS NOT TO ATTEND COLLEGE

Reason/Sex	Rating		
	Very Important	Somewhat Important	Not Important
Do not like school:			
Females	32.0%	34.4%	33.6%
Males	31.4	35.5	33.1
Overall	31.6	35.1	33.3
Job I want does not require college education:			
Females	32.2%	35.6%	32.2%
Males	42.0	34.9	23.1
Overall	38.0	35.2	26.8
College is a rip-off:			
Females	13.7%	19.7%	66.7%
Males	18.5	23.8	57.7
Overall	16.5	22.1	61.4
Feel that I am not prepared well enough for college:			
Females	33.9%	33.1%	33.1%
Males	26.6	38.5	34.9
Overall	29.6	36.2	34.1
Transportation--No college close enough to me:			
Females	10.3%	11.2%	78.4%
Males	7.8	15.7	76.5
Overall	8.9	13.8	77.3

TABLE 23

POST-GRADUATION PLANS OF FEMALE AND MALE STUDENTS WHO DO NOT INTEND TO GO TO COLLEGE

Question	Sex		Overall
	Females	Males	
Plan after leaving high school:**			
Enter the military service	4.0%	8.5%	6.6%
Go to vocational, technical, business or trade school	21.0	35.0	29.2
Become a full-time homemaker	12.1	1.1	5.6
Go to work full-time	37.1	30.5	33.2
Enter apprenticeship training	3.2	10.2	7.3
Have not decided	22.6	14.7	17.9
Time per week respondents would be willing to spend on job related training:*			
5 hours or less per week	10.0%	4.1%	6.5%
6-10 hours per week	22.5	18.7	20.3
11-15 hours per week	16.7	12.9	14.4
Over 15 hours per week	23.2	40.9	33.7
Do not want this type of training	27.5	23.4	25.1
Length of time respondents would like training to last:			
1 month or less	16.8%	15.1%	15.8%
2-3 months	30.3	24.4	26.8
4 months or more	28.6	39.0	34.7
Do not want training	24.4	21.5	22.7
Have considered attending a community college:*			
Yes	34.9%	22.9%	27.9%
No	65.1	77.1	72.1

*Responses differ significantly at p .05.
**Responses differ significantly at p .01.

TABLE 24

RATINGS OF SELECTED REASONS FOR FEMALE AND MALE STUDENTS' DECISION TO ATTEND COLLEGE

Reason/Sex	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
To prepare for a better paying job:**			
Females	64.9%	32.0%	3.1%
Males	75.7	21.6	2.6
Overall	70.1	27.1	2.9
Self understanding and personal development:**			
Females	70.7%	27.8%	1.4%
Males	53.6	41.9	4.5
Overall	62.6	34.6	2.9
To gain a general education and appreciation of ideas:**			
Females	63.9%	34.2%	1.9%
Males	53.3	43.2	3.5
Overall	58.8	38.5	2.7
To prepare for a happy marriage and family life:			
Females	44.2%	39.8%	16.0%
Males	41.9	44.2	13.9
Overall	43.1	41.9	15.0
To develop ability to get along with different kinds of people:**			
Females	74.2%	24.3%	1.5%
Males	55.9	38.1	6.0
Overall	65.5	30.9	3.7
Satisfaction of earning a degree:			
Females	44.7%	45.4%	9.9%
Males	43.1	46.3	10.6
Overall	43.9	45.9	10.2
Parents want me to:			
Females	14.8%	46.6%	38.6%
Males	18.5	41.9	39.6
Overall	16.6	44.4	39.1

**Responses differ significantly at $p<.01$.

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TABLE 25

COLLEGE CHOICES OF MALE AND FEMALE STUDENTS

College Chosen**	Sex		Overall
	Female	Male	
JCCC	27.6%	17.3%	22.7%
University of Kansas	21.7	22.0	21.8
Kansas State University	5.7	7.4	6.5
Others	25.2	23.5	24.3
Undecided	19.9	29.8	24.6

**Responses differ significantly at $p<.01$.

TABLE 26

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE BY MALE AND FEMALE STUDENTS SURVEYED

Reason/Sex	Rating		
	Very Important	Somewhat Important	Not Important
Low Tuition:			
Females	18.8%	51.4%	29.9%
Males	23.0	51.3	25.8
Overall	20.7	51.3	27.9
Good academic reputation:*			
Females	61.3%	32.9%	5.8%
Males	54.0	39.4	6.6
Overall	57.9	36.0	6.2
Advice of parents:**			
Females	29.9%	47.1%	23.0%
Males	21.7	48.2	30.1
Overall	26.1	47.6	26.3
Advice of friends:			
Females	22.2%	49.1%	28.8%
Males	18.6	49.6	31.8
Overall	20.5	49.3	30.2
Advice of counselor:			
Females	18.9%	48.2%	32.9%
Males	16.0	47.3	36.8
Overall	17.5	47.8	34.7
Advice of someone who attended:*			
Females	48.1%	37.7%	14.2%
Males	40.3	43.2	16.5
Overall	44.4	40.3	15.3
Can live at home while attending			
Females	24.4%	20.5%	55.1%
Males	21.3	22.2	56.6
Overall	22.9	21.3	55.8

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 26 (Continued)

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE BY FEMALE AND MALE STUDENTS SURVEYED

Reason/Sex	Rating		
	Very Important	Somewhat Important	Not Important
Want to live away from home:			
Females	28.3%	35.0%	36.7%
Males	22.8	37.5	39.7
Overall	25.7	36.2	38.1
Near enough that I can visit home often:			
Females	37.2%	39.9%	22.8%
Males	31.7	44.0	24.3
Overall	34.6	41.8	23.5
College has special program I want:			
Females	55.5%	31.6%	12.9%
Males	51.4	33.3	15.3
Overall	53.6	32.4	14.0
Good selection of evening classes:			
Females	12.3%	28.3%	59.4%
Males	13.2	28.7	58.0
Overall	12.7	28.5	58.8
Good variety of courses to choose from:**			
Females	64.3%	30.3%	5.4%
Males	54.0	36.6	9.4
Overall	59.4	33.3	7.3
Good career program:**			
Females	66.0%	28.5%	5.5%
Males	56.3	34.3	9.4
Overall	61.4	31.2	7.4
Good liberal arts program:**			
Females	26.0%	42.9%	31.1%
Males	17.7	40.9	41.5
Overall	22.1	41.9	36.0

**Responses differ significantly at $p<.01$.

TABLE 26 (CONTINUED)

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE BY FEMALE AND MALE STUDENTS SURVEYED

Reason/Sex	Rating		
	Very Important	Somewhat Important	Not Important
Able to work and attend college at the same time:*			
Females	50.1%	27.2%	22.7%
Males	43.5	31.7	24.8
Overall	47.0	29.3	23.7
This college will help me develop job contacts:			
Females	54.9%	34.9%	10.2%
Males	54.5	35.8	9.8
Overall	54.7	35.3	10.0
Possibility of academic scholarship for me:			
Females	29.5%	38.0%	32.5%
Males	31.3	38.6	30.1
Overall	30.4	38.2	31.4
Possibility of athletic scholarship for me:**			
Females	10.5%	16.0%	73.5%
Males	24.1	28.8	47.1
Overall	17.0	22.0	61.0
Wanted to attend a church-related school:			
Females	6.7%	14.3%	79.0%
Males	6.1	14.7	79.2
Overall	6.5	14.5	79.1
Relatives went there:			
Females	11.7%	14.7%	73.6%
Males	12.3	19.1	68.7
Overall	12.0	16.7	71.3

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 26
(Continued)

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE BY FEMALE AND MALE STUDENTS SURVEYED

Reason/Sex	Rating		
	Very Important	Somewhat Important	Not Important
Social and cultural opportunities:**			
Females	27.6%	46.3%	26.0%
Males	18.9	44.9	36.2
Overall	23.5	45.7	30.8
Availability of housing:			
Females	23.3%	40.7%	36.0%
Males	19.2	44.6	36.2
Overall	21.4	42.5	36.1
Athletic Programs:**			
Females	11.8%	21.5%	66.8%
Males	28.2	33.8	38.1
Overall	19.5	27.3	53.2
Things I've read about the school:**			
Females	37.7%	45.9%	16.4%
Males	29.8	48.3	21.9
Overall	34.0	47.0	19.0

**Responses differ significantly at $p<.01$.

TABLE 27

PLANS OF FEMALE AND MALE STUDENTS SURVEYED
WHO WILL ATTEND COLLEGE

Question	Sex		Overall
	Females	Males	
Where will you live while attending college?**			
College residence hall	35.9%	30.6%	33.4%
Fraternity or sorority house	13.9	18.4	16.0
In own apartment or house	25.1	32.1	28.4
In parents' apartment or house	22.9	16.2	19.7
Other	2.3	2.7	2.5
If you plan to attend a community college, do you plan to transfer to a four year college later?			
Yes	30.7%	34.7%	32.6%
No	24.9	21.7	23.4
Do not plan to attend a community college	44.3	43.6	44.0
Highest degree intending to earn:**			
Do not plan to earn a degree	15.7%	13.0%	14.4%
Associate of Arts	13.4	8.3	11.0
Bachelor's	30.5	35.7	32.9
Master's	22.3	25.9	24.1
Doctorate or professional degree	18.1	17.1	17.6
Are you interested in general liberal arts education or in training for a specific occupation?			
General liberal arts	25.9%	30.3%	27.9%
Specific occupation	74.1	69.7	72.1

**Responses differ significantly at $p<.01$.

TABLE 28

FINANCIAL CONSIDERATIONS FOR FEMALE AND MALE STUDENTS SURVEYED WHO PLAN TO ATTEND COLLEGE

Question	Sex		Overall
	Females	Males	
Plan to work while attending college:			
Yes, full-time	8.6%	9.8%	9.1%
Yes, part-time	58.1	57.2	57.7
Yes, summer only	29.0	27.9	28.5
No	4.3	5.1	4.7
Percent of expenses parents will provide:**			
Zero	9.4%	15.3%	12.2%
1-25%	13.3	17.3	15.2
26-50%	20.7	21.2	20.9
51-75%	25.6	26.4	26.0
76-100%	31.1	19.8	25.7
Need outside financial assistance to attend college:			
Yes	53.9%	53.5%	53.7%
No	46.1	46.5	46.3

**Responses differ significantly at $p<.01$.

TABLE 29

INTEREST OF FEMALE AND MALE STUDENTS IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/Sex	Would Like Extensive Training	Would Like Some Training	Not Interested
Accounting Clerk:**			
Females	10.9%	32.5%	56.7%
Males	5.7	19.7	74.6
Overall	8.3	26.1	65.5
Agricultural Studies:**			
Females	2.2%	13.9%	83.8%
Males	8.4	27.0	64.6
Overall	5.3	20.4	74.3
Air Conditioning and Refrigeration:**			
Females	0.2%	2.2%	97.6%
Males	4.0	17.8	78.1
Overall	2.1	10.0	87.9
Automotive Mechanics:**			
Females	2.4%	17.9%	79.7%
Males	23.0	42.5	34.4
Overall	12.6	30.1	57.3
Business/Foreign Language:**			
Females	10.9%	33.3%	55.8%
Males	8.1	23.8	68.2
Overall	9.5	28.6	61.9
Carpentry:**			
Females	0.8%	10.5%	88.7%
Males	18.4	37.0	44.6
Overall	9.5	23.6	66.9
Commercial Art:**			
Females	12.4%	26.2%	61.3%
Males	7.7	22.3	70.0
Overall	10.1	24.3	65.5

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 29
(Continued)

INTEREST OF FEMALE AND MALE STUDENTS IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/Sex	Would Like Extensive Training	Would Like Some Training	Not Interested
Commercial Photography:**			
Females	16.9%	34.8%	48.3%
Males	11.1	29.0	59.9
Overall	14.0	31.9	54.0
Cosmetology:**			
Females	10.0%	26.3%	63.7%
Males	0.3	4.8	94.9
Overall	5.2	15.7	79.1
Data Processing:			
Females	8.3%	24.0%	67.7%
Males	8.1	22.9	69.0
Overall	8.2	23.5	68.3
Dental Technologies:**			
Females	3.8%	14.4%	81.8%
Males	3.1	8.7	88.2
Overall	3.4	11.6	85.0
Dietetic Technician:**			
Females	3.4%	14.9%	81.8%
Males	1.1	4.4	94.5
Overall	2.3	9.7	88.1
Drafting Technology:**			
Females	2.3%	9.7%	88.0%
Males	13.1	25.4	61.5
Overall	7.7	17.5	74.9
Early Childhood Education**			
Females	18.5%	35.7%	45.8%
Males	2.0	12.3	85.7
Overall	10.3	24.1	65.5

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 29
(Continued)

INTEREST OF FEMALE AND MALE STUDENTS IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/Sex	Would Like Extensive Training	Would Like Some Training	Not Interested
Electronics:**			
Females	1.8%	10.5%	87.7%
Males	18.4	37.9	43.8
Overall	10.0	24.0	65.9
Emergency Medical Technology:*			
Females	9.8%	24.9%	65.3%
Males	8.7	20.3	71.0
Overall	9.2	22.7	68.1
Fashion Merchandising:**			
Females	19.6%	29.6%	50.8%
Males	2.0	4.7	93.4
Overall	10.9	17.3	71.9
Finance and Credit:			
Females	7.4%	25.2%	67.3%
Males	6.3	24.2	69.5
Overall	6.9	24.7	68.4
Fire Protection and Public Safety:**			
Females	3.5%	13.0%	83.5%
Males	5.2	19.7	75.1
Overall	4.3	16.3	79.4
Food Preparation and Service:**			
Females	3.8%	18.0%	78.2%
Males	2.4	10.7	86.9
Overall	3.1	14.4	82.5
Home Management:**			
Females	11.4%	36.9%	51.7%
Males	5.3	22.3	72.4
Overall	8.4	29.7	61.9

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 29
(Continued)

INTEREST OF FEMALE AND MALE STUDENTS IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/Sex	Would Like Extensive Training	Would Like Some Training	Not Interested
Horse Care and Training:**			
Females	10.2%	15.8%	74.1%
Males	4.6	12.6	82.9
Overall	7.4	14.2	78.4
Hotel and Lodging:**			
Females	3.3%	6.8%	89.9%
Males	3.5	11.0	85.5
Overall	3.4	8.9	87.7
Insurance Sales and Service:**			
Females	2.7%	10.1%	87.2%
Males	4.7	15.5	79.9
Overall	3.7	12.7	83.6
Journalism/Advertising:**			
Females	14.3%	24.2%	61.4%
Males	7.9	20.3	71.8
Overall	11.1	22.3	66.6
Law Enforcement:**			
Females	5.6%	17.3%	77.1%
Males	10.4	23.2	66.4
Overall	8.0	20.2	71.8
Legal Assistant (Paralegal):			
Females	6.4%	15.6%	78.0%
Males	5.0	17.0	78.0
Overall	5.7	16.3	78.0
Medical Lab Technology:**			
Females	8.1%	15.6%	76.3%
Males	4.8	13.4	81.8
Overall	6.5	14.5	79.0

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 29
(Continued)

INTEREST OF FEMALE AND MALE STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS

Career Area/Sex	Would Like Extensive Training	Would Like Some Training	Not Interested
Medical Records Technology:**			
Females	5.8%	12.9%	81.3%
Males	2.9	8.8	88.3
Overall	4.4	10.9	84.7
Mental Health Technology:**			
Females	10.7%	17.3%	72.0%
Males	3.5	10.8	85.7
Overall	7.1	14.1	78.8
Metalworking:**			
Females	1.6%	5.6	92.8
Males	13.4	27.0	59.6
Overall	7.4	16.2	76.4
Nursing:**			
Females	9.9%	20.0%	70.1%
Males	0.5	3.7	95.7
Overall	5.2	12.0	82.8
Occupational Therapy Assistant:**			
Females	5.6%	17.9%	76.5%
Males	0.7	5.0	94.3
Overall	3.2	11.5	85.3
Optical Technician:**			
Females	2.5%	8.3%	89.1%
Males	1.5	5.5	93.0
Overall	2.0	6.9	91.1
Physical Therapy Technology:**			
Females	10.7%	18.1%	71.2%
Males	2.1	8.1	89.8
Overall	6.4	13.1	80.4

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 29
(Continued)

INTEREST OF FEMALE AND MALE STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS

Career Area/Sex	Would Like Extensive Training	Would Like Some Training	Not Interested
Plumbing:**			
Females	0.3%	2.8%	96.8%
Males	8.7%	22.3%	69.0%
Overall	4.5	12.5	83.1
Press Operator:**			
Females	1.2%	4.8%	94.0%
Males	2.7	12.4	84.9
Overall	2.0	8.6	89.5
Real Estate:**			
Females	4.1%	13.8%	82.1%
Males	6.8	20.5	72.6
Overall	5.4	17.2	77.4
Recreational Leadership:			
Females	7.4%	19.0%	73.6%
Males	5.9	16.6	77.5
Overall	6.7	17.8	75.5
Respiratory Therapy:**			
Females	4.1%	12.0%	83.9%
Males	1.2	8.1	90.7
Overall	2.7	10.1	87.3
Sales/Marketing Management:			
Females	13.8%	19.9%	66.2%
Males	13.8	22.1	64.1
Overall	13.8	21.0	65.2
Secretarial:**			
Females	17.6%	31.9%	50.5%
Males	1.0	5.2	93.8
Overall	9.4	18.7	71.9

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to 100 percent due to computer rounding.

TABLE 29
(Continued)

INTEREST OF FEMALE AND MALE STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS

Career Area/Sex	Would Like Extensive Training	Would Like Some Training	Not Interested
Technical Writing:			
Females	3.8%	12.6%	83.6%
Males	4.0	11.2	84.8
Overall	3.9	11.9	84.2
Tool and Die Maker:**			
Females	0.6%	3.0%	96.4%
Males	5.0	14.3	80.7
Overall	2.8	8.6	88.6

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 30

LEVEL OF INFORMATION FEMALE AND MALE STUDENTS HAVE REGARDING JOHNSON COUNTY COMMUNITY COLLEGE

Question	Sex		Overall
	Females	Males	
Have been on JCCC campus:			
Yes	68.7%	66.4%	67.6%
No	31.3	33.6	32.4
Have seen or heard JCCC advertising:**			
Yes	87.2	82.3	84.8
No	12.8	17.7	15.2
Know someone who has attended JCCC:*			
Yes	89.2%	85.0%	87.1%
No	10.8	15.0	12.9
How much do you know about JCCC:**			
Quite a bit	10.2%	7.4%	8.8%
A little bit	45.1	38.8	42.0
Not very much	35.7	40.9	38.2
Nothing	9.0	13.0	11.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 31

FEMALE AND MALE STUDENTS' IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE

Characteristic/Sex	Rating				
	Excellent	Good	Average	Below Average	Poor
School to prepare for transfer:**					
Female	16.3%	54.8%	27.0%	1.5%	0.3%
Male	11.2	50.6	33.4	2.7	2.0
Overall	13.8	52.7	30.2	2.1	1.2
School to develop job skills:**					
Females	15.0%	51.1%	30.6%	3.0%	0.2%
Males	8.1	43.2	42.2	5.3	1.3
Overall	11.6	47.2	36.3	4.1	0.7
Academic reputation:**					
Females	13.7%	58.8%	26.0%	1.3%	0.2%
Males	11.1	50.8	33.9	2.5	1.7
Overall	12.4	54.9	29.9	1.9	0.9
Quality of instruction:**					
Females	15.1%	57.9%	25.9%	0.8%	0.4%
Males	11.6	50.2	34.6	1.9	1.7
Overall	13.3	54.1	30.2	1.4	1.0
Variety of courses offered:**					
Females	29.0%	48.0%	21.8%	1.0%	0.1%
Males	17.3	47.5	30.9	2.9	1.4
Overall	23.3	47.7	26.3	1.9	0.8
Social life:**					
Females	11.5%	42.2%	34.0%	8.9%	3.4%
Males	9.3	34.2	45.5	6.7	4.3
Overall	10.4	38.3	39.7	7.8	3.8
Extracurricular activities:					
Females	12.9%	36.3%	40.0%	8.8%	2.0%
Males	10.0	34.5	41.7	10.6	3.2
Overall	11.4	35.4	40.8	9.7	2.6

**Responses differ significantly at $p<.01$.

TABLE 31
(Continued)

FEMALE AND MALE STUDENTS' IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE

Characteristic/Sex	Rating				
	Excellent	Good	Average	Below Average	Poor
Convenience of location for you**					
Females	57.4%	28.3%	11.1%	2.0%	1.1%
Males	52.0	28.2	16.3	1.2	2.3
Overall	54.7	28.3	13.7	1.6	1.7
Counseling services:**					
Females	13.7%	47.0%	36.8%	1.5%	1.0%
Males	9.4	41.6	44.7	2.5	1.9
Overall	11.6	44.3	40.7	2.0	1.4

**Responses differ significantly at $p<.01$.

TABLE 32

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS FROM DIFFERENT HIGH SCHOOLS

Characteristic	High School		
	Outlying (N=1041)	Shawnee Mission (N=906)	Overall (N=1947)
Sex:			
Male	49.6%	49.4%	49.5%
Female	50.4	50.6	50.5
Class:			
Junior	51.0%	55.2%	53.0%
Senior	49.0	44.8	47.0
Length of residency in Johnson County:**			
Less than 1 year	3.6%	2.9%	3.2%
1-2 years	7.9	5.4	6.8
3-5 years	13.8	11.4	12.7
6-10 years	19.4	17.9	18.7
Over 10 years	54.0	62.4	57.9
Not a resident	1.3	0.0	0.7
Mother's highest level of education:**			
Grade school or less	1.3%	0.7%	1.0%
Some high school	12.2	6.7	9.7
High school graduate	47.7	37.2	42.8
Vocational or technical school	4.4	5.7	5.0
Some college	16.4	21.4	18.7
College graduate	14.2	21.6	17.6
Advanced degree	3.8	6.7	5.2
Father's highest level of education:**			
Grade school or less	2.0%	1.0%	1.5%
Some high school	13.7	7.4	10.8
High school graduate	28.6	22.7	25.9
Vocational or technical school	8.3	6.7	7.6
Some college	18.5	15.1	16.9
College graduate	19.8	32.2	25.5
Advanced degree	9.1	14.9	11.8
Plan to live in Metropolitan Kansas City Area after completing education:			
Yes	30.0%	26.2%	28.2%
No	23.5	22.0	22.8
Undecided	46.5	51.9	49.0

**Responses differ significantly at $p<.01$.

TABLE 33

GRADE POINT AVERAGES REPORTED BY STUDENTS SURVEYED AT DIFFERENT HIGH SCHOOLS

Subject Area/Grade	High School		
	Outlying	Shawnee Mission	Overall
English **			
A	22.4%	25.3%	23.8%
B	40.3	40.0	40.2
C	32.1	26.5	29.5
D	5.2	8.1	6.6
Mathematics			
A	15.4%	18.8%	17.0%
B	39.3	35.2	37.4
C	38.3	40.0	39.1
D	7.0	6.0	6.5
Overall GPA*			
A	11.3%	14.6%	12.8%
B	50.0	52.0	51.0
C	36.4	31.4	34.1
D	2.2	2.0	2.1

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 34

RATINGS OF IMPORTANCE FOR SELECTED GOALS

Goal/Type of High School	Rating: Very Important	Somewhat Important	Not Important
Being successful in a job:			
Outlying	93.8%	6.0%	0.2%
Shawnee Mission	92.0	7.8	0.1
Overall	93.0	6.9	0.2
Being a good speaker:			
Outlying	32.1%	58.4%	9.6%
Shawnee Mission	34.8	53.3	11.8
Overall	33.4	56.0	10.6
Being able to write well:			
Outlying	46.9%	48.2%	4.9%
Shawnee Mission	48.4	45.8	5.8
Overall	47.6	47.1	5.3
Choosing the right job:			
Outlying	95.5%	4.1%	0.4%
Shawnee Mission	94.9	5.0	0.1
Overall	95.2	4.5	0.3
Being a good citizen:**			
Outlying	53.6%	44.1%	2.2%
Shawnee Mission	47.7	47.2	5.1
Overall	50.9	45.6	3.6
Appreciating art and music:**			
Outlying	29.4%	46.4%	24.2%
Shawnee Mission	34.6	47.1	18.3
Overall	31.8	46.7	21.4
Being a good parent:			
Outlying	87.4%	10.1%	2.4%
Shawnee Mission	86.1	11.0	2.9
Overall	86.8	10.5	2.6

**Responses differ significantly at $p<.01$.

TABLE 34

RATINGS OF IMPORTANCE FOR SELECTED GOALS (Continued)

Goal/	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Developing a strong set of values:			
Outlying	76.5%	22.3%	1.2%
Shawnee Mission	74.0	24.9	1.1
Overall	75.3	23.5	1.1
Making lots of money:			
Outlying	38.6%	52.0%	9.4%
Shawnee Mission	43.3	48.5	8.2
Overall	40.8	50.4	8.8
Understanding history:**			
Outlying	10.5%	61.0%	28.6%
Shawnee Mission	11.8	50.4	37.8
Overall	11.1	56.1	32.9
Being able to understand people:			
Outlying	75.4%	23.1%	1.5%
Shawnee Mission	75.7	22.3	2.0
Overall	75.5	22.7	1.8
Understanding politics:*			
Outlying	18.8%	62.0%	19.2%
Shawnee Mission	23.5	57.1	19.4
Overall	21.0	59.7	19.3
Being in good physical shape:			
Outlying	68.3%	29.6%	2.0%
Shawnee Mission	70.8	27.6	1.7
Overall	69.5	28.7	1.9

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 35

CAREER PLANNING ACTIVITIES

Question	High School		Overall
	Outlying	Shawnee Mission	
Plans while in high school:**			
To leave before graduating	0.4%	0.3%	0.4%
To develop job skills	17.1	9.5	13.6
To prepare for additional education or training	62.2	74.0	67.7
Not sure	20.4	16.1	18.4
Have decided type of job would like to have ten years from now:			
Yes	54.8%	57.3%	56.0%
No	45.2	42.7	44.0
Ratings of satisfaction with help received in career planning:			
Very satisfied	6.5%	8.0%	7.2%
Satisfied	53.1	49.5	51.4
Not satisfied	26.8	28.1	27.4
Did not receive any help	13.6	14.3	14.0
Would like more information about career choices:**			
Yes	79.0%	73.0%	76.2%
No	21.0%	27.0	23.8
Feel that too much emphasis is currently being placed on choosing a career while in high school:			
Yes	24.1%	25.3%	24.7%
No	75.9	74.7	75.3
Plan to attend college either full-time or part-time: **			
Yes, definitely. Right after high school.	44.3%	60.2%	51.7%
Yes, definitely. But plan to wait.	12.4	12.6	12.5
Possibly will attend.	23.0	17.2	20.3
No.	20.4	10.0	15.6

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 36

JOB INTERESTS OF STUDENTS SURVEYED

Area/Level of Interest	High School		
	Outlying	Shawnee Mission	Overall
Agribusiness, Environment and Related Sciences:**			
Nontechnical	7.8%	4.7%	6.4%
Technical	3.1	4.7	3.9
Professional	6.5	12.1	9.1
Communications, Media, and Related:*			
Nontechnical	2.6%	3.3%	2.9%
Technical	7.9%	9.4	8.6
Professional	14.9	19.3	16.9
Construction, Industrial, Mechanical, and Related:*			
Nontechnical	5.9%	3.3%	4.7%
Technical	16.5	12.6	14.7
Professional	13.6	15.8	14.6
Health Related:**			
Nontechnical	5.6%	4.1%	4.9%
Technical	6.0	5.5	5.8
Professional	10.1	15.2	12.5
Office, Clerical, Banking and Related:*			
Nontechnical	5.7%	4.0%	4.9%
Technical	9.2	8.4	8.8
Professional	14.0	17.2	15.5
Sales and Related:**			
Nontechnical	5.6%	3.6%	4.7%
Technical	2.8	5.1	3.9
Professional	11.0	16.1	13.4
Social Services, Education and Related:*			
Nontechnical	0.9%	1.9%	1.3%
Technical	2.2	2.8	2.5
Professional	20.5	24.0	22.1

Note.--Students were asked to check no more than two areas of interest.

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 36
(continued)
JOB INTERESTS OF STUDENTS SURVEYED

Area/Level of Interest	High School		Overall
	Outlying	Shawnee Mission	
Protective Services:			
Nontechnical	1.1%	1.4%	1.2%
Technical	4.5	4.7	4.6
Professional	4.3	6.7	5.4
Other Services:**			
Nontechnical	2.9%	3.4%	3.1%
Technical	4.5	4.1	4.3
Professional	6.2	10.7	8.3
Homemaker:	5.0%	6.4%	5.6%

Note.--Students were asked to check no more than two areas of interest.

**Responses differ significantly at $p<.01$.

TABLE 37

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISIONS NOT TO ATTEND COLLEGE BY TYPE OF HIGH SCHOOL

Reason/Type of High School	Rating		
	Very Important	Somewhat Important	Not Important
Parents do not want me to go:			
Outlying	3.9%	13.2%	82.8%
Shawnee Mission	3.7	20.7	75.6
Overall	3.8	15.4	80.8
Guidance Counselor advised me not to go:			
Outlying	2.5%	10.3%	87.2%
Shawnee Mission	4.9	12.2	82.9
Overall	3.2	10.9	86.0
College does not offer the kind of training I want:			
Outlying	22.3%	25.2%	52.5%
Shawnee Mission	19.3	33.7	47.0
Overall	21.4	27.7	50.9
Cannot afford to go to college:			
Outlying	21.5%	33.2%	45.4%
Shawnee Mission	28.4	33.3	38.3
Overall	23.4	33.2	43.4
Do not feel that I am cut out for college:			
Outlying	34.8%	34.8%	30.4%
Shawnee Mission	35.3	42.4	22.4
Overall	34.9	37.0	28.0
Am getting or already am married:			
Outlying	17.7%	11.3%	70.9%
Shawnee Mission	25.3	14.5	60.2
Overall	19.9	12.2	67.8

TABLE 37

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISIONS NOT TO ATTEND COLLEGE BY TYPE OF HIGH SCHOOL (continued)

Reason/Type of High School	Rating		
	Very Important	Somewhat Important	Not Important
Do not like school:**			
Outlying	29.1%	31.1%	39.8%
Shawnee Mission	37.6	44.7	17.6
Overall	31.6	35.1	33.3
Job I want does not require college education:			
Outlying	37.3%	35.3%	27.5%
Shawnee Mission	39.8	34.9	25.3
Overall	38.0	35.2	26.8
College is a rip-off:			
Outlying	13.2%	23.5%	63.2%
Shawnee Mission	24.7	18.5	56.8
Overall	16.5	22.1	61.4
Feel that I am not prepared well enough for college:			
Outlying	29.8%	33.7%	36.6%
Shawnee Mission	29.3	42.7	28.0
Overall	29.6	36.2	34.1
Transportation--No college close enough to me:			
Outlying	7.9%	12.8%	79.3%
Shawnee Mission	11.4	16.5	72.2
Overall	8.9	13.8	77.3

**Responses differ significantly at $p<.01$.

TABLE 38

POST-GRADUATION PLANS OF STUDENTS WHO
DO NOT INTEND TO GO TO COLLEGE
BY TYPE OF HIGH SCHOOL

Question	High School		
	Outlying	Shawnee Mission	Overall
Plan after leaving high school:			
Enter the military service	6.2%	7.8%	6.6%
Go to vocational, technical, business or trade school	28.4	31.1	29.2
Become a full-time homemaker	4.7	7.8	5.6
Go to work full-time	36.0	26.7	33.2
Enter apprenticeship training	7.1	7.8	7.3
Have not decided	17.5	18.9	17.9
Time per week respondents would be willing to spend on job related training:*			
5 hours or less per week	7.8%	3.5%	6.5%
6-10 hours per week	22.9	14.0	20.3
11-15 hours per week	16.6	9.3	14.4
Over 15 hours per week	28.3	46.5	33.7
Do not want this type of training	24.4	26.7	25.1
Length of time respondents would like training to last:			
1 month or less	16.7%	13.6%	15.8%
2-3 months	29.6	20.5	26.8
4 months or more	32.5	38.6	33.7
Do not want training	21.2	27.3	23.7
Have considered attending a community college:			
Yes	24.8%	35.2%	27.9%
No	75.2	64.8	72.1

*Responses differ significantly at $p<.05$.

TABLE 39

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISION TO ATTEND COLLEGE BY TYPE OF HIGH SCHOOL

Reason/Type of High School	Rating		
	Very Important	Somewhat Important	Not Important
To prepare for a better paying job:			
Outlying	68.1%	28.8%	3.1%
Shawnee Mission	72.1	25.3	2.6
Overall	70.1	27.1	2.9
Self understanding and personal development:			
Outlying	63.1%	33.9%	3.0%
Shawnee Mission	62.0	35.2	2.8
Overall	62.6	34.6	2.9
To gain a general education and appreciation of ideas:			
Outlying	57.2%	40.0%	2.8%
Shawnee Mission	60.5	37.0	2.5
Overall	58.8	38.5	2.7
To prepare for a happy marriage and family life:			
Outlying	43.3%	42.2%	14.4%
Shawnee Mission	42.8	41.6	15.6
Overall	43.1	41.9	15.0
To develop ability to get along with different kinds of people:			
Outlying	65.6%	30.9%	3.6%
Shawnee Mission	65.4	30.9	3.8
Overall	65.5	30.9	3.7
Satisfaction of earning a degree:			
Outlying	41.7%	47.1%	11.1%
Shawnee Mission	46.2	44.6	9.2
Overall	43.9	45.9	10.2
Parents want me to:			
Outlying	16.6%	44.3%	39.2%
Shawnee Mission	16.5	44.5	38.9
Overall	16.6	44.4	39.1

TABLE 40

COLLEGE CHOICES OF STUDENTS FROM
DIFFERENT TYPES OF HIGH SCHOOLS

	High School		
	Outlying	Shawnee Mission	Overall
College Chosen:**			
Johnson County Community College	23.8%	21.4%	22.6%
University of Kansas	19.2	24.5	21.8
Kansas State University	7.5	5.5	6.5
All Others	23.2	24.9	24.0
Undecided	26.4	23.6	25.0

**Responses differ significantly at $p<.01$.

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TABLE 41

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS FROM DIFFERENT HIGH SCHOOLS

Reasons/Type of High School	Rating		
	Very Important	Somewhat Important	Not Important
Low tuition:*			
Outlying	19.8%	54.6%	25.5%
Shawnee Mission	21.7	47.9	30.4
Overall	20.7	51.3	27.9
Good academic reputation:			
Outlying	55.9%	37.2%	6.9%
Shawnee Mission	59.8	34.7	5.4
Overall	57.9	36.0	6.2
Advice of parents:			
Outlying	26.7%	45.2%	28.1%
Shawnee Mission	25.4	50.1	24.4
Overall	26.1	47.6	26.3
Advice of friends:			
Outlying	20.6%	47.4%	32.0%
Shawnee Mission	20.4	51.3	28.3
Overall	20.5	49.3	30.2
Advice of counselor:			
Outlying	17.5%	48.0%	34.5%
Shawnee Mission	17.5	47.5	35.0
Overall	17.5	47.8	34.7
Advice of someone who attended:			
Outlying	45.6%	38.1%	16.3%
Shawnee Mission	43.2	42.5	14.3
Overall	44.4	40.3	15.3
Can live at home while attending:**			
Outlying	25.6%	22.3%	52.1%
Shawnee Mission	20.1	20.3	59.6
Overall	22.9	21.3	55.8

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 41

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE (continued)

Reason/Type of High School	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Want to live away from home:**			
Outlying	22.4%	33.6%	43.9%
Shawnee Mission	29.0	38.8	32.1
Overall	25.7	36.2	38.1
Near enough that I can visit home often:			
Outlying	36.7%	41.4%	21.9%
Shawnee Mission	32.5	42.3	25.2
Overall	34.6	41.8	23.5
College has special program I want:			
Outlying	54.0%	31.8%	14.2%
Shawnee Mission	53.1	33.0	13.8
Overall	53.6	32.4	14.0
Good selection of evening classes:			
Outlying	12.5%	29.5%	58.0%
Shawnee Mission	13.0	27.4	59.6
Overall	12.7	28.5	58.8
Good variety of courses to choose from:			
Outlying	62.1%	30.4%	7.5%
Shawnee Mission	56.7	36.2	7.1
Overall	59.4	33.3	7.3
Good career program:			
Outlying	63.4%	30.7%	6.0%
Shawnee Mission	59.4	31.8	8.8
Overall	61.4	31.2	7.4
Good liberal arts program: **			
Outlying	18.9%	41.7%	39.4%
Shawnee Mission	25.4	42.2	32.4
Overall	22.1	41.9	36.0

**Responses differ significantly at $p<.01$.

TABLE 41

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE (continued)

Reason/Type of High School	Rating: Very Important	Somewhat Important	Not Important
Able to work and attend college at the same time:**			
Outlying	49.6%	30.1%	20.3%
Shawnee Mission	44.3	28.5	27.1
Overall	47.0	29.3	23.7
This college will help me develop job contacts:			
Outlying	57.2%	33.8%	9.0%
Shawnee Mission	52.0	36.9	11.1
Overall	54.7	35.3	10.0
Possibility of academic scholarship for me:			
Outlying	29.2%	37.4%	33.4%
Shawnee Mission	31.6	39.1	29.3
Overall	30.4	38.2	31.4
Possibility of athletic scholarship for me:*			
Outlying	17.7%	19.2%	63.0%
Shawnee Mission	16.2	25.0	58.9
Overall	17.0	22.0	61.0
Wanted to attend a church related school:			
Outlying	5.6%	14.5%	79.8%
Shawnee Mission	7.3	14.4	78.2
Overall	6.5	14.5	79.1
Relatives went there:			
Outlying	10.7%	15.6%	73.6%
Shawnee Mission	13.2	17.9	68.9
Overall	12.0	16.7	71.3

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 41

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE (continued)

Reason/Type of High School	Rating		
	Very Important	Somewhat Important	Not Important
Social and cultural opportunities:			
Outlying	21.0%	46.6%	32.4%
Shawnee Mission	26.2	44.7	29.2
Overall	23.5	45.7	30.8
Availability of housing:**			
Outlying	18.1%	42.3%	39.6%
Shawnee Mission	24.7	42.8	32.5
Overall	21.4	42.5	36.1
Athletic programs:*			
Outlying	19.6%	24.1%	56.3%
Shawnee Mission	19.5	30.6	49.9
Overall	19.5	27.3	53.2
Things I've read about the school:			
Outlying	34.5%	45.0%	20.5%
Shawnee Mission	33.4	49.2	17.4
Overall	34.0	47.0	19.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

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TABLE 42

PLANS OF STUDENTS WHO WILL ATTEND COLLEGE BY TYPE OF HIGH SCHOOL

Question	High School		Overall
	Outlying	Shawnee Mission	
Where will you live while attending college? **			
College residence hall	30.2%	36.7%	33.4%
Fraternity or sorority house	11.8	20.2	16.0
In own apartment or house	32.3	24.4	28.4
In parents' apartment or house	22.6	16.9	19.7
Other	3.2	1.8	2.5
If you plan to attend a community college, do you plan to transfer to a four year college later?**			
Yes	29.4%	36.3%	32.6%
No	27.0	19.3	23.4
Do not plan to attend a community college	43.6	44.4	44.0
Highest degree intending to earn:**			
Do not plan to earn a degree	17.0%	11.6%	14.4%
Associate of Arts	12.3	9.5	11.0
Bachelor's	32.2	33.7	32.9
Master's	21.5	26.8	24.1
Doctorate or professional degree	16.9	18.4	17.6
Are you interested in general liberal arts education or in training for a specific occupation?			
General liberal arts	26.3%	29.7%	27.9%
Specific occupation	73.7	70.3	72.1

**Responses differ significantly at $p<.01$.

TABLE 43

FINANCIAL CONSIDERATIONS FOR STUDENTS
WHO PLAN TO ATTEND COLLEGE
BY TYPE OF HIGH SCHOOL

Question	High School		
	Outlying	Shawnee Mission	Overall
Plan to work while attending college:**			
Yes, full-time	10.1%	8.1%	9.1%
Yes, part-time	61.7	53.5	57.7
Yes, summer only	25.2	32.0	28.5
No	3.0	6.4	4.7
Percent of expenses parents will provide:**			
Zero	13.5%	10.8%	12.2%
1-25%	16.0	14.4	15.2
26-50%	20.5	21.4	20.9
51-75%	28.3	23.5	26.0
76-100%	21.7	29.9	25.7
Need outside financial assistance to attend college:			
Yes	54.6%	52.8%	53.7%
No	45.4	47.2	46.3

**Responses differ significantly at $p<.01$.

TABLE 44

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
BY TYPE OF HIGH SCHOOL

Career Area/Type of High School	Would Like Extensive Training	Would Like Some Training	Not Interested
Accounting Clerk:*			
Outlying	8.2%	28.8%	63.0%
Shawnee Mission	8.5	23.1	68.4
Overall	8.3	26.1	65.5
Agricultural Studies:			
Outlying	5.5%	21.5%	73.0%
Shawnee Mission	5.1	19.1	75.8
Overall	5.3	20.4	74.3
Air Conditioning and Refrigeration:			
Outlying	2.3%	11.0%	86.7%
Shawnee Mission	1.9	8.8	89.3
Overall	2.1	10.0	87.9
Automotive Mechanics:			
Outlying	13.4%	31.2%	55.4%
Shawnee Mission	11.8	28.8	48.3
Overall	12.6	30.1	57.3
Business/Foreign Language:			
Outlying	8.1%	29.3%	62.6%
Shawnee Mission	11.1	27.7	61.1
Overall	9.5	28.6	61.9
Carpentry: *			
Outlying	10.9%	25.1%	64.1%
Shawnee Mission	7.9	22.0	70.1
Overall	9.5	23.6	66.9
Commercial Art:			
Outlying	9.6%	22.8%	67.6%
Shawnee Mission	10.6	26.0	63.4
Overall	10.1	24.3	65.6

*Responses differ significantly at $p<.05$.

TABLE 44

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
BY TYPE OF HIGH SCHOOL
(continued)

Career Area/Type of High School	Would Like Extensive Training	Would Like Some Training	Not Interested
Commercial Photography:			
Outlying	15.0%	30.6%	54.4%
Shawnee Mission	12.9	33.4	53.6
Overall	14.0	31.9	54.0
Cosmetology:			
Outlying	4.9%	13.9%	81.2%
Shawnee Mission	5.5	17.7	76.8
Overall	5.2	15.7	79.1
Data Processing:			
Outlying	8.9%	23.2%	67.9%
Shawnee Mission	7.4	23.8	68.8
Overall	8.2	23.5	68.3
Dental Technologies:			
Outlying	3.6%	10.6%	85.9%
Shawnee Mission	3.3	12.8	83.9
Overall	3.4	11.6	85.0
Dietetic Technician:			
Outlying	2.1%	9.1%	88.8%
Shawnee Mission	2.4	10.3	87.3
Overall	2.3	9.7	88.1
Drafting Technology:			
Outlying	7.6%	18.0%	74.4%
Shawnee Mission	7.7	16.9	75.4
Overall	7.7	17.5	74.9
Early Childhood Education			
Outlying	10.3%	24.1%	65.6%
Shawnee Mission	10.4	24.2	65.5
Overall	10.3	24.1	65.5

TABLE 44

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
BY TYPE OF HIGH SCHOOL
(continued)

Career Area/Type of High School	Would Like Extensive Training	Would Like Some Training	Not Interested
Electronics:			
Outlying	9.2%	23.2%	67.5%
Shawnee Mission	10.9	24.9	64.1
Overall	10.0	24.0	65.9
Emergency Medical Technology:			
Outlying	9.1%	22.0%	68.9%
Shawnee Mission	9.4	23.4	67.2
Overall	9.2	22.7	68.1
Fashion Merchandising:			
Outlying	11.7%	16.1%	72.1%
Shawnee Mission	9.9	18.5	71.5
Overall	10.9	17.3	71.9
Finance and Credit:			
Outlying	7.2%	25.4%	67.4%
Shawnee Mission	6.5	24.0	69.5
Overall	6.9	24.7	68.4
Fire Protection and Public Safety:			
Outlying	4.3%	16.9%	78.8%
Shawnee Mission	4.3	15.7	80.0
Overall	4.3	16.3	79.4
Food Preparation and Service:			
Outlying	3.5%	15.0%	81.6%
Shawnee Mission	2.6	13.7	83.7
Overall	3.1	14.4	82.5
Home Management:			
Outlying	9.0%	30.5%	60.5%
Shawnee Mission	7.6	28.8	63.6
Overall	8.4	29.7	61.9

TABLE 44

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
BY TYPE OF HIGH SCHOOL
(continued)

Career Area/Type of High School	Would Like Extensive Training	Would Like Some Training	Not Interested
Horse Care and Training:**			
Outlying	9.8%	13.4%	76.8%
Shawnee Mission	4.6	15.1	80.2
Overall	7.4	14.2	78.4
Hotel and Lodging:			
Outlying	3.5%	8.1%	88.5%
Shawnee Mission	3.3	9.8	86.9
Overall	3.4	8.9	87.7
Insurance Sales and Service:			
Outlying	3.4%	12.6%	84.1%
Shawnee Mission	4.1	12.9	83.0
Overall	3.7	12.7	83.6
Journalism/Advertising:			
Outlying	10.7%	22.6%	66.8%
Shawnee Mission	11.7	22.0	66.3
Overall	11.1	22.3	66.6
Law Enforcement:			
Outlying	7.8%	21.3%	70.9%
Shawnee Mission	8.2	19.0	72.8
Overall	8.0	20.2	71.8
Legal Assistant (Paralegal):			
Outlying	5.8%	15.6%	78.7%
Shawnee Mission	5.6	17.1	77.3
Overall	5.7	16.3	78.0
Medical Lab Technology:			
Outlying	6.6%	13.4%	79.9%
Shawnee Mission	6.3	15.7	78.0
Overall	6.5	14.5	79.0

**Responses differ significantly at $p<0.1$.

TABLE 44

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
BY TYPE OF HIGH SCHOOL
(continued)

Career Area/Type of High School	Would Like Extensive Training	Would Like Some Training	Not Interested
Medical Records Technology:			
Outlying	4.7%	10.1%	85.2%
Shawnee Mission	4.0	11.8	84.2
Overall	4.4	10.9	84.7
Mental Health Technology:			
Outlying	6.8%	13.2%	80.0%
Shawnee Mission	7.5	15.1	77.4
Overall	7.1	14.1	78.8
Metalworking:			
Outlying	8.2%	16.9%	74.9%
Shawnee Mission	6.6	15.3	78.0
Overall	7.4	16.2	76.4
Nursing:			
Outlying	5.0%	12.3%	82.7%
Shawnee Mission	5.5	11.6	82.9
Overall	5.2	12.0	82.8
Occupational Therapy Assistant:*			
Outlying	2.9%	9.7%	87.4%
Shawnee Mission	3.5	13.6	82.9
Overall	3.2	11.5	85.3
Optical Technician:			
Outlying	2.0%	6.1%	91.9%
Shawnee Mission	2.0	7.9	90.1
Overall	2.0	6.9	91.1
Physical Therapy Technology:			
Outlying	6.3%	12.0%	81.7%
Shawnee Mission	6.5	14.5	79.0
Overall	6.4	13.1	80.4

*Responses differ significantly at $p<.05$.

TABLE 44

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
BY TYPE OF HIGH SCHOOL
(continued)

Career Area/Type of High School	Would Like Extensive Training	Would Like Some Training	Not Interested
Plumbing:			
Outlying	4.2%	13.2%	82.6%
Shawnee Mission	4.7	11.7	83.6
Overall	4.5	12.5	83.1
Press Operator:			
Outlying	2.4%	8.5%	89.1%
Shawnee Mission	1.4	8.7	89.8
Overall	2.0	8.6	89.5
Real Estate:			
Outlying	5.4%	16.5%	78.1%
Shawnee Mission	5.5	17.9	76.6
Overall	5.4	17.2	77.4
Recreational Leadership:			
Outlying	7.0%	17.2%	75.8%
Shawnee Mission	6.3	18.5	75.2
Overall	6.7	17.8	75.5
Respiratory Therapy:			
Outlying	2.8%	9.0%	88.2%
Shawnee Mission	2.5	11.3	86.2
Overall	2.7	10.1	87.3
Sales/Marketing Management:			
Outlying	12.5%	20.7%	66.8%
Shawnee Mission	15.3	21.3	63.4
Overall	13.8	21.0	65.2
Secretarial:*			
Outlying	10.6%	19.8%	69.6%
Shawnee Mission	8.1	17.4	74.5
Overall	9.4	18.7	71.9

*Responses differ significantly at $p<.05$.

TABLE 44

INTEREST OF STUDENTS IN RECEIVING TRAINING
IN SELECTED CAREER AREAS
BY TYPE OF HIGH SCHOOL
(continued)

Career Area/Type of High School	Would Like Extensive Training	Would Like Some Training	Not Interested
Technical Writing:			
Outlying	4.2%	11.6%	84.1%
Shawnee Mission	3.5	12.3	84.2
Overall	3.9	11.9	84.2
Tool and Die Maker:			
Outlying	2.5%	8.5%	89.0%
Shawnee Mission	3.1	8.7	88.2
Overall	2.8	8.6	88.6

TABLE 45

LEVEL OF INFORMATION STUDENTS FROM DIFFERENT HIGH SCHOOLS HAVE REGARDING JOHNSON COUNTY COMMUNITY COLLEGE

Question	High School		Overall
	Outlying	Shawnee Mission	
Have been on JCCC campus:**			
Yes	64.3%	71.4%	67.6%
No	35.7	28.6	32.4
Have seen or heard JCCC advertising:			
Yes	84.6%	85.0%	84.8%
No	15.4	15.0	15.2
Know someone who has attended JCCC:			
Yes	86.1%	88.4%	87.1%
No	13.9	11.6	12.9
How much know about JCCC:			
Quite a bit	8.2%	9.5%	8.8%
A little bit	40.1	44.1	42.0
Not very much	40.2	35.9	38.2
Nothing	11.4	10.5	11.0

**Responses differ significantly at $p<.01$.

TABLE 46

IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE
BY STUDENTS FROM DIFFERENT HIGH SCHOOLS

Characteristic/ Type of High School	Rating				
	Excellent	Good	Average	Below Average	Poor
School to prepare for transfer:*					
Outlying	11.9%	53.9%	31.6%	2.0%	0.6%
Shawnee Mission	16.0	51.3	28.5	2.3	1.8
Overall	13.8	52.7	30.2	2.1	1.2
School to develop job skills:*					
Outlying	12.0%	48.8%	36.0%	2.9%	0.4%
Shawnee Mission	11.2	45.4	36.7	5.6	1.1
Overall	11.6	47.2	36.3	4.1	0.7
Academic reputation:					
Outlying	11.4%	55.0%	31.5%	1.3%	0.8%
Shawnee Mission	13.6	54.7	28.0	2.6	1.2
Overall	12.4	54.9	29.9	1.9	0.9
Quality of instruction:					
Outlying	12.1%	55.9%	30.0%	1.4%	0.6%
Shawnee Mission	14.9	51.8	30.5	1.3	1.4
Overall	13.3	54.1	30.2	1.4	1.0
Variety of courses offered:					
Outlying	23.3%	48.4%	25.9%	1.8%	0.5%
Shawnee Mission	23.2	47.0	26.8	2.1	1.0
Overall	23.3	47.7	26.3	1.9	0.8
Social life:**					
Outlying	9.9%	42.1%	39.6%	5.8%	2.6%
Shawnee Mission	11.0	33.7	39.8	10.2	5.3
Overall	10.4	38.3	39.7	7.8	3.8
Extracurricular activities:*					
Outlying	11.1%	37.6%	41.2%	8.1%	2.1%
Shawnee Mission	11.9	32.9	40.4	11.6	3.3
Overall	11.4	35.4	40.8	9.7	2.6

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 46

IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE
BY STUDENTS FROM DIFFERENT HIGH SCHOOLS
(continued)

Characteristic/ Type of High School	Rating				
	Excellent	Good	Average	Below Average	Poor
Convenience of location for you:**					
Outlying	57.2%	27.8%	13.4%	0.8%	0.8%
Shawnee-Mission	51.8	28.9	14.1	2.5	2.8
Overall	54.7	28.3	13.7	1.6	1.7
Counseling services:					
Outlying	11.7%	45.0%	41.1%	1.3%	0.9%
Shawnee-Mission	11.5	43.5	40.2	2.7	2.0
Overall	11.6	44.3	40.7	2.0	1.4

**Responses differ significantly at $p < .01$

TABLE 47

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS PARTICIPATING IN POST-GRADUATION PLANS SURVEY BY COLLEGE ATTENDANCE PLANS

Characteristic	Plan to Attend College: Yes, Right Away (N=1006)	Yes, But Wait (N=243)	Possibly (N=395)	No (N=303)
Sex:**				
Male	43.8%	57.2%	52.2%	58.7%
Female	56.2	42.8	47.8	41.3
Class:**				
Junior	48.0%	58.0%	60.0%	56.1%
Senior	52.0	42.0	40.0	43.9
Length of residency in Johnson County:*				
Less than 1 year	3.0%	4.1%	2.3%	4.6%
1-2 years	6.1	9.9	6.6	6.6
3-5 years	13.8	9.1	13.0	11.6
6-10 years	18.3	20.2	15.6	22.8
Over 10 years	58.2	55.6	62.1	53.5
Not resident	0.6	1.2	0.3	1.0
Mother's highest level of education:**				
Grade school or less	0.6%	0.0%	0.5%	3.8%
Some high school	5.3	8.4	13.8	20.1
High school graduate	37.1	38.2	51.7	54.3
Vocational or technical school	5.1	5.0	5.2	4.4
Some college	22.1	23.5	13.8	9.9
College graduate	23.3	17.6	11.5	6.5
Advanced degree	6.6	7.1	3.4	1.0
Father's highest level of education:**				
Grade school or less	0.4%	1.3%	1.1%	6.1%
Some high school	6.0	6.7	16.4	23.1
High school graduate	19.7	26.9	34.0	35.3
Vocational or technical school	6.4	10.1	8.2	8.5
Some college	17.1	14.7	19.5	14.9
College graduate	33.1	29.8	15.6	9.5
Advanced degree	17.3	10.5	5.3	2.7
Plan to live in Metropolitan Kansas City Area after completing education:**				
Yes	24.0%	30.3%	32.2%	35.6%
No	22.8	23.5	20.9	24.8
Undecided	53.3	46.2	46.9	39.6

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 48

GRADE POINT AVERAGES REPORTED BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS

Subject Area/Grade	Plan to Attend College: Yes, Right Away	Yes, But Wait	Possibly	No
English**				
A	34.9%	16.1%	12.6%	7.0%
B	45.1	38.8	33.5	33.2
C	18.4	36.8	41.5	45.3
D	1.6	8.3	12.4	14.4
Mathematics**				
A	22.5%	12.4%	10.1%	10.1%
B	41.7	38.2	30.9	30.4
C	32.9	40.3	48.9	47.2
D	2.9	9.0	10.1	12.2
Overall GPA**				
A	20.6%	7.1%	4.4%	2.3%
B	60.5	51.3	39.2	34.0
C	18.8	39.2	53.5	56.0
D	0.1	2.5	2.9	7.7

**Responses differ significantly at $p<.01$.

TABLE 49

RATINGS OF IMPORTANCE FOR SELECTED GOALS BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS

Goal/College Attendance Plans	Rating: Very Important	Somewhat Important	Not Important
Being successful in a job:**			
Right Away	94.7%	5.2%	0.1%
Wait	93.8	6.2	0.0
Possibly	91.8	8.2	0.0
Not Attending	88.1	11.3	0.7
Being a good speaker:**			
Right Away	38.4%	55.0%	6.6%
Wait	30.2	59.5	10.3
Possibly	31.2	55.2	13.6
Not Attending	21.9	57.6	20.5
Being able to write well:**			
Right Away	55.2%	41.3%	3.5%
Wait	43.4	48.8	7.9
Possibly	37.7	55.9	6.4
Not Attending	38.5	53.5	8.0
Choosing the right job:**			
Right Away	96.6%	3.3%	0.1%
Wait	96.7	2.9	0.4
Possibly	94.4	5.4	0.3
Not Attending	90.7	8.6	0.7
Being a good citizen:*			
Right Away	54.4%	42.6%	3.0%
Wait	43.9	52.7	3.3
Possibly	46.7	48.5	4.8
Not Attending	50.2	45.8	4.0
Appreciating art and music:**			
Right Away	34.3%	47.4%	18.3%
Wait	33.3	47.1	19.6
Possibly	29.4	47.2	23.5
Not Attending	25.6	43.5	30.9
Being a good parent:*			
Right Away	88.9%	9.1%	2.0%
Wait	84.2	14.2	1.7
Possibly	85.5	10.4	4.1
Not Attending	83.6	12.7	3.7

TABLE 49

RATINGS OF IMPORTANCE FOR SELECTED GOALS (continued)

Goal/College Attendance Plan	Rating: Very Important	Somewhat Important	Not Important
Developing a strong set of values:**			
Right Away	79.6%	19.4%	1.0%
Wait	76.0	22.7	1.2
Possibly	72.4	26.8	0.8
Not Attending	64.3	33.7	2.0
Making lots of money:**			
Right Away	35.4%	55.5%	9.2%
Wait	38.2	53.9	7.9
Possibly	49.7	42.1	8.2
Not Attending	49.5	41.2	9.3
Understanding history:**			
Right Away	13.5%	59.8%	26.7%
Wait	11.0	55.0	33.9
Possibly	8.7	51.0	40.3
Not Attending	6.0	51.2	42.9
Being able to understand people:**			
Right Away	79.7%	18.9%	1.4%
Wait	78.5	20.7	0.8
Possibly	73.5	24.5	2.0
Not Attending	62.1	34.6	3.3
Understanding politics:**			
Right Away	26.2%	61.6%	12.2%
Wait	13.2	66.1	20.7
Possibly	16.4	55.0	28.6
Not Attending	15.6	54.5	29.9
Being in good physical shape:*			
Right Away	72.8%	25.3%	1.9%
Wait	62.8	35.5	1.7
Possibly	66.6	31.6	1.8
Not Attending	67.4	30.5	2.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 50

CAREER PLANNING ACTIVITIES OF STUDENTS
WITH VARYING COLLEGE ATTENDANCE PLANS

Question	Plan to Attend			
	Right Away	Wait	Possibly	No
Plans while in high school:**				
To leave before graduation	0.2%	0.0%	0.5%	1.0%
To develop job skills	3.4	9.2	21.6	40.5
To prepare for additional education or training	92.8	73.8	36.2	20.1
Not sure	3.6	17.1	41.6	38.5
Have decided type of job would like to have ten years from now:**				
Yes	58.9%	55.8%	45.2%	60.5%
No	41.1	44.2	54.8	39.5
Ratings of satisfaction with help received in career planning:				
Very satisfied	7.8%	7.9%	4.3%	8.3%
Satisfied	52.7%	48.5	51.3	49.7
Not satisfied	27.3	29.0	29.7	23.8
Did not receive any help	12.2	14.5	14.7	18.2
Would like more information about career choices:**				
Yes	78.1%	83.5%	80.2%	58.8%
No	21.9	16.5	19.8	41.2
Fell that too much emphasis is currently being placed on choosing a career while in high school:**				
Yes	18.3%	29.5%	31.0%	33.7%
No	81.7	70.5	69.0	66.3

TABLE 51

JOB INTERESTS OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS

Area/Level of Interest	Plan to Attend			
	Right Away	Wait	Possibly	No
Agribusiness, Environment and Related Sciences:**				
Nontechnical	2.7%	8.6%	8.4%	14.2%
Technical	3.0	2.9	5.6	5.3
Professional	10.9	12.8	6.6	3.6
Communications, Media and Related:*				
Nontechnical	2.9%	2.5%	3.5%	2.6%
Technical	7.2	9.9	10.9	9.2
Professional	19.6	18.1	15.2	8.3
Construction, Industrial, Mechanical, and Related:**				
Nontechnical	0.9%	4.1%	5.3%	16.8%
Technical	6.8	16.9	21.0	31.4
Professional	16.6	14.0	14.2	9.2
Health Related:**				
Nontechnical	3.3%	4.9%	6.3%	8.3%
Technical	6.0	7.8	6.1	3.0
Professional	18.4	9.5	5.3	4.6
Office, Clerical, Banking and Related:**				
Nontechnical	1.9%	3.3%	8.4%	11.6%
Technical	7.2	9.1	11.6	10.6
Professional	18.7	17.3	12.2	7.9
Sales and Related:**				
Nontechnical	2.5%	5.8%	5.8%	9.6%
Technical	3.4	3.7	4.6	4.6
Professional	15.5	13.6	11.1	9.2
Social Services, Education and Related:**				
Nontechnical	0.4%	2.1%	1.3%	4.0%
Technical	2.3	2.1	3.0	2.6
Professional	29.1	21.4	16.5	6.6

Note.--Students were asked to check no more than two areas of interest.
*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 51

JOB INTERESTS OF STUDENTS WITH
VARYING COLLEGE ATTENDANCE PLANS
(continued)

Area/Level of Interest	Plan to Attend			
	Right Away	Wait	Possibly	No
Protective Services:*				
Nontechnical	0.8%	1.6%	1.0%	2.6%
Technical	3.1	6.2	6.8	5.6
Professional	4.9	6.2	6.8	5.0
Other Services:**				
Nontechnical	2.2%	3.3%	4.8%	4.0%
Technical	1.8%	6.8%	6.3%	8.9%
Professional	8.2%	7.4%	11.4%	5.6%
Homemaker:**	4.0%	4.5%	7.6%	9.6%

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

Note.-- Students were asked to check no more than two ares of interest.

TABLE 52

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISION TO ATTEND COLLEGE BY COLLEGE ATTENDANCE PLANS

Reason/College Attendance Plan	Rating: Very Important	Somewhat Important	Not Important
To prepare for a better paying job:			
Right Away	71.1%	26.1%	2.7%
Wait	70.0	27.1	2.9
Possibly	67.4	29.5	3.2
Self understanding and personal development:**			
Right Away	68.4%	29.0%	2.5%
Wait	60.3	36.4	3.3
Possibly	48.5	48.0	3.5
To gain a general education and appreciation of ideas:**			
Right Away	66.6%	31.7%	1.7%
Wait	51.0	47.3	1.7
Possibly	43.4	50.8	5.8
To prepare for a happy marriage and family life:*			
Right Away	42.5%	43.4%	14.0%
Wait	43.6	44.0	12.4
Possibly	44.2	36.5	19.3
To develop ability to get along with different kinds of people:**			
Right Away	68.8%	28.2%	3.0%
Wait	63.5	33.2	3.3
Possibly	58.2	36.3	5.5
Satisfaction of earning a degree:**			
Right Away	49.2%	44.5%	6.3%
Wait	41.8	48.5	9.6
Possibly	31.3	47.7	21.0

TABLE 52

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISION TO ATTEND COLLEGE BY COLLEGE ATTENDANCE PLANS

Reason/College Attendance Plan	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Parents want me to:**			
Right Away	17.6%	47.0%	35.5%
Wait	15.0	42.1	42.9
Possibly	14.8	39.1	46.1

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 53

COLLEGES CHOSEN BY STUDENTS WITH VARYING
COLLEGE ATTENDANCE PLANS

College**	Plan to Attend		
	Immediately	Wait	Possibly
Johnson County Community College	19.9%	30.5%	24.8%
University of Kansas	27.1	16.9	11.4
Kansas State University	7.9	3.7	4.8
Others	27.9	18.4	17.5
Undecided	17.2	30.5	41.5

**Responses differ significantly at $p<.01$.

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TABLE 54

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS

Reason/College Attendance Plan	Rating		
	Very Important	Somewhat Important	Not Important
Low tuition:*			
Right Away	18.6%	51.0%	30.4%
Wait	22.1	52.4	25.5
Possibly	26.2	51.4	22.4
Good academic reputatuion:**			
Right Away	64.8%	30.8%	4.4%
Wait	56.3	38.5	5.3
Possibly	38.3	49.7	12.0
Advice of parents:**			
Right Away	27.9%	49.4%	22.7%
Wait	25.1	43.0	31.9
Possibly	21.5	45.4	33.1
Advice of friends:			
Right Away	20.3%	48.9%	30.8%
Wait	21.7	48.3	30.0
Possibly	20.3	51.3	28.5
Advice of counselor:			
Right Away	17.7%	48.2%	34.1%
Wait	17.6	49.0	33.3
Possibly	16.8	45.7	37.5
Advice of someone who attended:			
Right Away	43.9%	41.5%	14.6%
Wait	41.3	43.8	14.9
Possibly	47.9	34.4	17.7
Can live at home while attending:**			
Right Away	18.9%	17.9%	63.2%
Wait	29.7	28.2	42.1
Possibly	30.2	26.5	43.3

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 54

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS
(continued)

Reason/College Attendance Plan	Rating		
	Very Important	Somewhat Important	Not Important
Want to live away from home:			
Right Away	26.2%	36.8%	37.0%
Wait	25.2	38.3	36.4
Possibly	24.6	32.9	42.5
Near enough that I can visit home often:			
Right Away	35.6%	42.0%	22.4%
Wait	33.3	41.0	25.7
Possibly	32.7	41.9	25.4
College has special program I want:**			
Right Away	56.5%	31.2%	12.3%
Wait	51.2	34.6	14.1
Possibly	46.3	34.6	19.0
Good selection of evening classes:**			
Right Away	7.6%	24.8%	67.7%
Wait	22.9	32.7	44.4
Possibly	21.2	36.7	42.1
Good variety of courses to choose from:**			
Right Away	62.0%	31.6%	6.4%
Wait	62.6	31.6	5.8
Possibly	49.7	39.4	10.9
Good career program:**			
Right Away	64.1%	29.4%	6.5%
Wait	61.2	33.0	5.8
Possibly	53.8	35.4	10.8
Good liberal arts program:**			
Right Away	24.4%	41.2%	34.4%
Wait	24.9	41.5	33.7
Possibly	13.6	44.3	42.1

TABLE 54

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS
(continued)

Reason/College Attendance Plan	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Able to work and attend college at the same time:**			
Right Away	37.7%	31.6%	30.7%
Wait	64.9	25.0	10.1
Possibly	62.3	25.6	12.0
This college will help me develop job contacts:			
Right Away	54.1%	36.1%	9.8%
Wait	60.4	30.4	9.2
Possibly	52.4	36.3	11.3
Possiblity of academic scholarship for me:**			
Right Away	35.0%	36.4%	28.6%
Wait	25.2	40.6	34.2
Possibly	19.8	42.2	38.0
Possiblity of athletic scholarship for me:*			
Right Away	16.7%	20.9%	62.4%
Wait	12.4	27.9	59.7
Possibly	20.6	21.6	57.7
Wanted to attend a church related school:			
Right Away	6.5%	12.9%	80.6%
Wait	4.5	18.5	77.0
Possibly	7.7	16.4	75.9
Relatives went there:			
Right Away	12.4%	16.9%	70.7%
Wait	11.9	15.8	72.3
Possibly	10.5	16.9	72.5

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 54

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS

Reason/College Attendance Plan	Rating		
	Very Important	Somewhat Important	Not Important
Social and cultural opportunities:**			
Right Away	26.7%	45.8%	27.5%
Wait	19.4	44.8	35.8
Possibly	16.7	45.8	37.6
Availability of housing:**			
Right Away	24.3%	41.2%	34.5%
Wait	16.9	49.3	33.8
Possibly	15.5	42.3	42.3
Athletic programs:**			
Right Away	19.4%	28.9%	51.7%
Wait	12.9	28.7	58.4
Possibly	24.2	21.6	54.2
Things I've read about the school:**			
Right Away	36.5%	46.6%	16.9%
Wait	29.1	51.7	19.2
Possibly	29.8	45.2	25.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

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TABLE 55

PLANS OF STUDENTS WHO WILL ATTEND COLLEGE
BY COLLEGE ATTENDANCE PLANS

Question	Plan to Attend		
	Right Away	Wait	Possibly
Where will you live while attending College?**			
College residence hall	43.8%	16.1%	16.8%
Fraternity or sorority house	20.0	10.9	8.5
In own apartment or house	15.5	50.4	48.6
In parents' apartment or house	18.9	18.3	23.1
Other	1.9	4.3	3.0
If you plan to attend a community college, do you plan to transfer to a four year college later?**			
Yes	33.3%	46.5%	21.8%
No	14.4	24.4	46.5
Do not plan to attend a community college	52.3	29.1	31.7
Highest degree intending to earn:**			
Do not plan to earn a degree	7.0%	13.3%	35.5%
Associate of Arts	6.8	15.2	19.9
Bachelor's	34.5	36.5	26.5
Master's	30.1	19.9	10.0
Doctorate or professional degree	21.6	15.2	8.1
Are you interested in general liberal arts education or in training for a specific occupation?			
General liberal arts	26.7%	30.6%	29.5%
Specific occupation	73.3	69.4	70.5

**Responses differ significantly at $p<.01$.

TABLE 56)

FINANCIAL CONSIDERATIONS FOR STUDENTS
WHO PLAN TO ATTEND COLLEGE
BY COLLEGE ATTENDANCE PLANS

Question	Plan to Attend		
	Right Away	Wait	Possibly
Plan to work while attending college:**			
Yes, full-time	4.2%	17.4%	17.2%
Yes, part-time	52.3	66.0	66.8
Yes, summer only	37.7	14.0	13.4
No	5.8	2.6	2.7
Percent of expenses parents will provide:**			
Zero	7.1%	18.6%	21.9%
1-25%	13.4	15.6	19.7
26-50%	18.6	24.2	25.3
51-75%	28.5	24.2	20.2
76-100%	32.4	17.3	12.9
Need outside financial assistance to attend college:			
Yes	53.8%	55.2%	52.3%
No	46.2	44.8	47.7

**Responses differ significantly at $p<.01$.

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TABLE 57

INTEREST OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Accounting Clerk:**			
Right Away	9.6%	26.8%	63.5%
Wait	8.6	25.9	65.4
Possibly	7.6	29.4	63.0
Not Attending	4.6	19.8	75.6
Agricultural Studies:**			
Right Away	4.1%	18.4%	77.5%
Wait	5.8	25.9	68.3
Possibly	8.1	20.3	71.6
Not Attending	5.3	22.8	71.9
Air Conditioning and Refrigeration:**			
Right Away	0.8%	6.4%	92.8%
Wait	3.3	12.3	84.4
Possibly	2.8	10.1	87.1
Not Attending	4.6	19.8	75.6
Automotive Mechanics:**			
Right Away	5.8%	29.0%	65.2%
Wait	15.6	33.3	51.0
Possibly	17.2	30.9	51.9
Not Attending	27.1	30.0	42.9
Business/Foreign Language:**			
Right Away	11.8%	34.8%	53.4%
Wait	7.8	32.5	59.7
Possibly	7.6	21.0	71.4
Not Attending	5.6	14.5	79.9
Carpentry:**			
Right Away	4.7%	19.8%	75.5%
Wait	11.1	28.8	60.1
Possibly	13.7	25.3	61.0
Not Attending	18.8	30.0	51.2

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 57

INTEREST OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS IN RECEIVING TRAINING IN SELECTED CAREER AREAS
(continued)

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Commercial Art:**			
Right Away	9.8%	26.3%	63.8%
Wait	10.3	25.9	63.8
Possibly	12.9	23.3	63.8
Not Attending	6.9	17.5	75.6
Commercial Photography:**			
Right Away	12.1%	34.5%	53.4%
Wait	18.5	32.1	49.4
Possibly	18.5	31.6	49.9
Not Attending	10.9	23.8	65.3
Cosmetology:			
Right Away	4.8%	16.7%	78.5%
Wait	6.2	16.0	77.8
Possibly	6.8	14.2	79.0
Not Attending	3.6	13.9	82.5
Data Processing:**			
Right Away	8.9%	26.1%	64.9%
Wait	12.8	23.5	63.8
Possibly	5.6	25.1	69.4
Not Attending	5.6	12.5	81.8
Dental Technologies:**			
Right Away	4.3%	13.8%	81.9%
Wait	2.5	12.8	84.8
Possibly	3.3	9.9	86.8
Not Attending	1.7	5.6	92.7
Dietetic Technician:**			
Right Away	2.4%	11.9%	85.7%
Wait	4.1	7.8	88.1
Possibly	1.8	8.9	89.4
Not Attending	1.0	4.6	94.4

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 57

INTEREST OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS IN RECEIVING TRAINING IN SELECTED CAREER AREAS (continued)

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Drafting Technology:*			
Right Away	7.9%	16.9%	75.2%
Wait	11.1	19.3	69.5
Possibly	7.3	19.7	72.9
Not Attending	4.6	14.9	80.5
Early Childhood Education:**			
Right Away	9.5%	26.8%	63.6%
Wait	10.3	23.9	65.8
Possibly	12.9	23.3	63.8
Not Attending	9.6	16.5	73.9
Electronics:**			
Right Away	8.4%	22.0%	69.6%
Wait	11.5	34.6	53.9
Possibly	11.4	24.1	64.6
Not Attending	12.2	22.4	65.3
Emergency Medical Technology:**			
Right Away	10.5%	25.0%	64.5%
Wait	9.5	26.3	64.2
Possibly	8.6	19.2	72.2
Not Attending	5.6	16.5	77.9
Fashion Merchandising:*			
Right Away	11.3%	18.7%	70.0%
Wait	14.4	16.0	69.5
Possibly	9.1	18.7	72.2
Not Attending	8.9	11.6	79.5
Finance and Credit:**			
Right Away	6.4%	29.6%	64.0%
Wait	12.8	23.0	64.2
Possibly	6.1	19.5	74.4
Not Attending	5.0	16.5	78.5

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.
Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 57

INTEREST OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS IN RECEIVING TRAINING IN SELECTED CAREER AREAS (continued)

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Fire Protection and Public Safety:**			
Right Away	2.8%	14.6%	82.6%
Wait	6.6	16.5	77.0
Possibly	6.3	16.5	77.2
Not Attending	5.0	21.8	73.3
Food Preparation and Service:			
Right Away	2.2%	13.1%	84.7%
Wait	3.3	15.2	81.5
Possibly	4.6	15.9	79.5
Not Attending	4.0	15.8	80.2
Home Management:**			
Right Away	7.1%	31.9%	61.0%
Wait	7.0	31.7	61.3
Possibly	9.4	28.4	62.3
Not Attending	12.5	22.4	65.0
Horse Care and Training:**			
Right Away	5.5%	12.8%	81.7%
Wait	11.9	14.8	73.3
Possibly	6.6	14.7	78.7
Not Attending	11.2	17.5	71.3
Hotel and Lodging:*			
Right Away	2.5%	8.3%	89.2%
Wait	4.9	10.7	84.4
Possibly	4.1	6.8	89.1
Not Attending	4.3	11.9	83.8
Insurance Sales and Service:			
Right Away	4.1%	14.3%	81.6%
Wait	3.3	13.6	83.1
Possibly	2.5	11.6	85.8
Not Attending	4.3	8.3	87.5

*Responses differ significantly at $p < .05$. 163

**Responses differ significantly at $p < .01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 57

INTEREST OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS IN RECEIVING TRAINING IN SELECTED CAREER AREAS (continued)

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Journalism/Advertising:*			
Right Away	13.6%	26.6%	59.7%
Wait	10.3	20.6	69.1
Possibly	8.6	21.5	69.9
Not Attending	6.9	10.2	82.8
Law Enforcement:			
Right Away	6.2%	20.6%	73.3%
Wait	11.5	19.3	69.1
Possibly	9.9	20.5	69.6
Not Attending	8.6	19.5	71.9
Legal Assistant (Paralegal):**			
Right Away	6.3%	18.4%	75.3%
Wait	5.8	19.3	74.9
Possibly	5.3	15.7	79.0
Not Attending	4.3	7.6	88.1
Medical Lab Technology:**			
Right Away	9.0%	17.0%	74.0%
Wait	6.2	18.9	74.9
Possibly	3.5	11.4	85.1
Not Attending	2.0	6.6	91.4
Medical Records Technology:**			
Right Away	6.2%	12.1%	81.7%
Wait	3.7	16.5	79.8
Possibly	2.8	8.9	88.4
Not Attending	1.0	5.0	94.1
Mental Health Technology:**			
Right Away	9.0%	15.9%	75.0%
Wait	10.3	14.0	75.7
Possibly	3.5	14.4	82.0
Not Attending	3.0	7.6	89.4

*Responses differ significantly at $p<.05$.

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 57

INTEREST OF STUDENTS WITH VARYING
COLLEGE ATTENDANCE PLANS IN RECEIVING
TRAINING IN SELECTED CAREER AREAS
(continued)

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Metalworking:**			
Right Away	3.5%	11.7%	84.8%
Wait	8.6	23.0	68.3
Possibly	12.2	16.5	71.4
Not Attending	13.5	25.1	61.4
Nursing:*			
Right Away	6.9%	12.4%	80.7%
Wait	2.5	13.2	84.4
Possibly	4.8	10.4	84.8
Not Attending	2.6	11.6	85.8
Occupational Therapy Assistant:**			
Right Away	3.9%	14.1%	82.0%
Wait	3.7	11.5	84.8
Possibly	2.0	8.6	89.4
Not Attending	2.0	6.6	91.4
Optical Technician:**			
Right Away	2.3%	8.8%	88.9%
Wait	2.9	6.6	90.5
Possibly	1.5	4.8	93.7
Not Attending	1.0	3.6	95.4
Physical Therapy Technology:**			
Right Away	7.8%	16.0%	76.2%
Wait	7.8	14.4	77.8
Possibly	4.1	10.6	85.3
Not Attending	4.0	5.9	90.1
Plumbing:**			
Right Away	2.1%	9.2%	88.7%
Wait	5.3	15.2	79.4
Possibly	6.3	12.7	81.0
Not attending	9.2	20.8	70.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 57

INTEREST OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS IN RECEIVING TRAINING IN SELECTED CAREER AREAS (Continued)

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Press Operator:**			
Right Away	1.1%	7.2%	91.7%
Wait	1.6	10.7	87.7
Possibly	2.3	8.1	89.6
Not Attending	4.6	12.2	83.2
Real Estate:*			
Right Away	4.9%	19.3%	75.8%
Wait	5.3	20.6	74.1
Possibly	6.3	12.4	81.3
Not Attending	6.3	13.5	80.2
Recreational Leadership:			
Right Away	6.7%	19.2%	74.2%
Wait	8.2	18.5	73.3
Possibly	6.8	18.2	74.9
Not Attending	5.3	12.2	82.5
Respiratory Therapy:*			
Right Away	2.6%	11.1%	86.3%
Wait	4.5	11.5	84.0
Possilby	2.8	9.9	87.3
Not Attending	1.3	5.6	93.1
Sales/Marketing Management:**			
Right Away	16.1%	21.5%	62.4%
Wait	15.2	25.5	59.3
Possibly	9.6	19.2	71.1
Not Attending	10.6	18.2	71.3
Secreatrial:**			
Right Away	6.9%	20.7%	72.5%
Wait	9.1	18.1	72.8
Possibly	14.7	15.2	70.1
Not Attending	11.2	17.2	71.6

*Responses differ significantly at $p<.05$.

**Responses differ significantly at $p<.01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 57

INTEREST OF STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS IN RECEIVING TRAINING IN SELECTED CAREER AREAS (continued)

Career Area/College Attendance Plan	Would Like Extensive Training	Would Like Some Training	Not Interested
Technical Writing:			
Right Away	3.3%	12.1%	84.6%
Wait	4.5	13.6	81.9
Possibly	3.8	11.6	84.6
Not Attending	5.6	10.2	84.2
Tool and Die Maker:**			
Right Away	1.4%	5.7%	92.9%
Wait	4.1	11.5	84.4
Possibly	3.5	9.4	87.1
Not Attending	5.3	14.9	79.9

**Responses differ significantly at $p < .01$.

Note.--Rows may not add to exactly 100 percent due to computer rounding.

TABLE 58

LEVEL OF INFORMATION STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS HAVE REGARDING JOHNSON COUNTY COMMUNITY COLLEGE

Question	Plan to Attend			
	Right Away	Wait	Possibly	Not Attending
Have been on JCCC campus:**				
Yes	76.4%	65.0%	61.2%	48.8%
No	23.6	35.0	38.8	51.2
Have seen or heard JCCC advertising:**				
Yes	88.3%	85.0%	80.1%	79.0%
No	11.7	15.0	19.9	21.0
Know someone who has attended JCCC:**				
Yes	93.1%	85.8%	82.4%	74.8%
No	6.9	14.2	17.6	25.2
How much know about JCCC:**				
Quite a bit	11.9%	9.2%	4.8%	3.3%
A little bit	47.5	40.2	38.0	30.6
Not very much	34.7	45.2	40.6	41.2
Nothing	5.9	5.4	16.6	24.9

**Responses differ significantly at $p<.01$.

TABLE 59

IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE
BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS

Characteristic/College Attendance Plan	Rating				
	Excellent	Good	Average	Below Average	Poor
School to prepare for transfer:**					
Right Away	16.1%	55.8%	24.9%	2.2%	1.0%
Wait	15.7	55.0	27.1	1.7	0.4
Possibly	9.9	45.8	41.6	1.1	1.6
No	9.5	49.6	35.6	3.4	1.9
School to develop job skills:*					
Right Away	11.5%	47.2%	34.9%	5.7%	0.6%
Wait	14.4	42.4	41.0	2.2	0.0
Possibly	11.0	51.0	34.5	2.7	0.8
No	10.9	46.1	39.5	1.9	1.6
Academic reputation:**					
Right Away	14.4%	56.5%	26.4%	2.0%	0.7%
Wait	11.9	59.4	26.0	1.8	0.9
Possibly	12.2	49.7	36.6	1.2	0.3
No	5.8	51.7	37.1	2.5	2.9
Quality of instruction:**					
Right Away	14.2%	53.6%	30.3%	1.2%	0.7%
Wait	15.5	57.1	25.6	0.9	0.9
Possibly	13.4	53.1	32.2	1.2	0.0
No	8.2	54.3	31.3	2.5	3.7
Variety of courses offered:**					
Right Away	23.6%	48.8%	25.5%	1.8%	0.3%
Wait	26.8	47.7	23.6	0.9	0.9
Possibly	23.0	46.6	28.0	2.1	0.3
No	19.2	45.3	29.4	3.3	2.9
Social life:**					
Right Away	8.3%	36.3%	39.9%	10.6%	4.9%
Wait	11.5	43.1	38.5	3.2	3.7
Possibly	14.7	38.3	40.7	5.3	0.9
No	11.1	41.2	38.3	5.3	4.1

**Responses differ significantly at p<.01.

TABLE 59

IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE
BY STUDENTS WITH VARYING COLLEGE ATTENDANCE PLANS
(continued)

Characteristic/College Attendance Plan	Rating				
	Excellent	Good	Average	Below Average	Poor
Extracurricular activities:					
Right Away	10.1%	33.0%	41.6%	12.4%	2.9%
Wait	12.5	37.0	42.1	6.5	1.9
Possibly	12.2	38.4	40.5	7.4	1.5
No	14.4	38.7	37.4	5.8	3.7
Convenience of location for you:**					
Right Away	62.1%	25.6%	9.8%	1.4%	1.0%
Wait	58.6	26.8	10.9	1.4	2.3
Possibly	49.1	29.4	18.3	1.4	1.7
No	31.6	37.7	23.9	2.8	4.0
Counseling services:					
Right Away	12.9%	44.0%	40.3%	1.6%	1.2%
Wait	11.4	51.0	33.3	1.9	2.4
Possibly	10.3	40.4	47.1	1.8	0.3
No	8.5	45.1	40.0	3.4	3.0

**Responses differ significantly at $p<.01$.

TABLE 60

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS
WITH DIFFERENT CHOICES OF COLLEGES

Characteristic	College Choice JCCC (N=372)	Other (N=861)	Undecided (N=411)	Not Attending (N=303)
Sex:**				
Female	63.4%	52.0%	42.3%	41.3%
Male	36.6	48.0	57.7	58.7
Grade:**				
Junior	48.4%	48.0%	65.2%	56.1%
Senior	51.6	52.0	34.8	43.9
Length of residency in Johnson County:				
Less than 1 year	2.4%	3.4%	2.7%	4.6%
1-2 years	4.1	6.9	9.0	6.6
3-5 years	11.7	14.0	11.7	11.6
6-10 years	19.0	16.4	20.2	22.8
Over 10 years	62.3	58.6	55.9	53.5
Not a resident	0.5	0.6	0.5	1.0
Mother's highest level of education:**				
Grade school or less	0.5%	0.2%	1.0%	3.8%
Some high school	12.0	5.0	9.7	20.1
High school graduate	43.3	36.5	47.4	54.3
Vocational or technical school	5.7	4.5	6.0	4.4
Some college	19.9	22.3	16.6	9.9
College graduate	15.0	23.6	15.6	6.5
Advanced degree	3.5	8.0	3.7	1.0
Father's highest level of education:**				
Grade school or less	1.4%	0.2%	1.0%	6.1%
Some high school	10.4	6.6	11.1	23.1
High school graduate	27.5	20.8	28.1	35.3
Vocational or technical school	9.6	6.7	6.8	8.5
Some college	16.5	17.3	18.1	14.9
College graduate	24.7	32.4	23.6	9.5
Advanced degree	9.9	16.0	11.3	2.7

**Responses differ significantly at $p < .01$

TABLE 60
(continued)

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS
WITH DIFFERENT CHOICES OF COLLEGES

Characteristic	College Choice JCCC (N=372)	Other (N=861)	Undecided (N=411)	Not Attending (N=303)
Plan to live in metropolitan Kansas City area after completing education:**				
Yes	43.6%	20.8%	24.4%	35.6%
No	11.2	28.8	19.1	24.8
Undecided	45.2	50.4	56.4	39.6

**Responses differ significantly at $p < .01$

TABLE 61

GRADE POINT AVERAGES REPORTED BY
STUDENTS CHOOSING DIFFERENT COLLEGES

Subject Area/Grade	College Choice			
	JCCC	Other	Undecided	Not Attending
English:**				
A	20.2%	33.1%	19.5%	7.0%
B	44.4	42.5	36.5	33.2
C	29.3	21.1	35.8	45.3
D	6.2	3.3	8.1	14.4
Mathematics:**				
A	11.4%	20.8%	18.9%	10.1%
B	38.5	39.8	36.3	30.4
C	43.2	34.9	38.4	47.2
D	6.9	4.4	6.4	12.2
Overall GPA:**				
A	10.1%	18.2%	11.8%	2.3%
B	54.3	57.8	46.0	34.0
C	34.5	23.3	40.3	56.0
D	1.1	0.7	2.0	7.7

**Responses differ significantly at $p < .01$.

TABLE 62

RATINGS OF IMPORTANCE FOR SELECTED GOALS BY STUDENTS CHOOSING DIFFERENT COLLEGES

Goal/College Choice	Rating: Very Important	Somewhat Important	Not Important
Being successful in a job:**			
JCCC	94.6%	5.4%	0.0%
Other	94.2	5.7	0.1
Undecided	92.7	7.3	0.0
Not Attending	88.1	11.3	0.7
Being a good speaker:**			
JCCC	35.2%	54.5%	10.3%
Other	36.9	55.2	7.9
Undecided	32.8	57.9	9.3
Not Attending	21.9	57.6	20.5
Being able to write well:**			
JCCC	48.4%	44.8%	6.8%
Other	52.7	43.5	3.7
Undecided	42.8	51.8	5.4
Not Attending	38.5	53.5	8.0
Choosing the right job:			
JCCC	94.0%	5.7%	0.3%
Other	96.9	3.0	0.1
Undecided	96.3	3.4	0.2
Not Attending	90.7	8.6	0.7
Being a good citizen:			
JCCC	51.2%	45.0%	3.8%
Other	52.2	44.9	2.9
Undecided	48.4	47.2	4.4
Not Attending	50.2	45.8	4.0
Appreciating art and music:**			
JCCC	32.6%	47.8%	19.6%
Other	33.5	48.1	18.5
Undecided	32.4	45.2	22.4
Not Attending	25.6	43.5	30.9
Being a good parent:*			
JCCC	86.4%	9.3%	4.4%
Other	88.8	9.3	2.0
Undecided	85.5	12.8	1.7
Not Attending	83.6	12.7	3.7

* Responses differ significantly at $p < .05$.
** Responses differ significantly at $p < .01$.

TABLE 62 (continued)

RATINGS OF IMPORTANCE FOR SELECTED GOALS FOR STUDENTS CHOOSING DIFFERENT COLLEGES

Goal/ College Choice	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Developing a strong set of values:**			
JCCC	75.6%	23.0%	1.4%
Other	79.8	19.2	0.9
Undecided	73.7	25.6	0.7
Not Attending	64.3	33.7	2.0
Making lots of money: **			
JCCC	43.2%	49.5%	7.3%
Other	35.7	54.7	9.5
Undecided	42.9	48.8	8.3
Not Attending	49.5	41.2	9.3
Understanding history:**			
JCCC	12.2%	52.4%	35.3%
Other	12.2	59.5	28.3
Undecided	11.3	55.8	32.9
Not Attending	6.0	51.2	42.9
Being able to understand people:**			
JCCC	79.4%	19.8%	0.8%
Other	79.0	19.7	1.3
Undecided	74.6	22.9	2.4
Not Attending	62.1	34.6	3.3
Understanding politics: **			
JCCC	16.8%	61.2%	22.0%
Other	25.6	60.3	14.1
Undecided	18.8	61.1	20.0
Not Attending	15.6	54.5	29.9
Being in good physical shape:			
JCCC	64.3%	33.5%	2.2%
Other	72.7	25.5	1.7
Undecided	68.7	29.6	1.7
Not Attending	67.4	30.5	2.0

TABLE 63

CAREER PLANNING ACTIVITIES OF STUDENTS
CHOOSING DIFFERENT COLLEGES

Question	College Choice JCCC	Other	Undecided	Not Attending
Plans while in high school:**				
To leave before graduating	0.0%	0.5%	0.0%	1.0%
To develop job skills	10.7	5.2	13.9	40.5
To prepare for additional education or training	72.1	85.6	61.1	20.1
Not sure	17.3	8.7	24.9	38.5
Have decided type of job would like to have ten years from now:**				
Yes	57.6%	58.3%	46.2%	60.5%
No	42.4	41.7	53.8	39.5
Ratings of satisfaction with help received in career planning:*				
Very satisfied	6.5%	8.3%	4.7%	8.3%
Satisfied	53.4	48.8	56.4	49.7
Not satisfied	24.8	30.2	26.7	23.8
Did not receive any help	15.4	12.7	12.1	18.2
Would like more information about career choices:**				
Yes	81.1%	77.6%	81.5%	58.8%
No	18.9	22.4	18.5	41.2
Feel that too much emphasis is currently being placed on choosing a career while in high school:**				
Yes	28.0%	18.6%	27.7%	33.7%
No	72.0	81.4	72.3	66.3
Plan to attend college either full-time or part-time:**				
Yes, definitely. Right after high school.	53.8%	73.5%	42.1%	-
Yes, definitely. But plan to wait.	19.9	11.0	18.0	-
Possibly will attend.	26.3	15.4	39.9	-

*Responses differ significantly at $p < .05$.
**Responses differ significantly at $p < .01$.

TABLE 64

JOB INTERESTS OF STUDENTS CHOOSING DIFFERENT COLLEGES

Area/Level of Interest	College Choice			
	JCCC	Other	Undecided	Not Attending
Agribusiness, Environment and Related Sciences: **				
Nontechnical	4.0%	5.0%	5.6%	14.2%
Technical	2.4	2.7	6.3	5.3
Professional	8.9	10.5	10.7	3.6
Communications, Media, and Related: **				
Nontechnical	2.7%	2.6%	4.1%	2.6%
Technical	7.0	8.6	9.5	9.2
Professional	14.8	21.8	15.1	8.3
Construction, Industrial, Mechanical, and Related: **				
Nontechnical	2.2%	1.2%	5.4%	16.8%
Technical	9.9	9.5	17.8	31.4
Professional	11.6	17.0	16.5	9.2
Health Related: **				
Nontechnical	4.0%	3.1%	6.8%	8.3%
Technical	7.3	5.7	6.6	3.0
Professional	12.6	15.9	10.9	4.6
Office, Clerical, Banking and Related: **				
Nontechnical	5.1%	2.0%	5.8%	11.6%
Technical	12.9	7.0	7.8	10.6
Professional	20.2	16.3	15.3	7.9
Sales and Related: **				
Nontechnical	4.8%	2.7%	5.1%	9.6%
Technical	5.6	2.8	3.9	4.6
Professional	14.2	13.7	15.1	9.2
Social Services, Education and Related: **				
Nontechnical	1.3%	0.3%	1.5%	4.0%
Technical	3.5	2.0	2.4	2.6
Professional	25.0	27.9	18.7	6.6

Note.--Students were asked to check no more than two areas of interest.

* Responses differ significantly at $p < .05$.
** Responses differ significantly at $p < .01$.

TABLE 64 (Continued)

JOB INTERESTS OF STUDENTS CHOOSING DIFFERENT COLLEGES

Area/Level of Interest	College Choice			
	JCCC	Other	Undecided	Not Attending
Protective Services:				
Nontechnical	0.5%	0.6%	2.2%	2.6%
Technical	5.1	3.8	5.1	5.6
Professional	3.8	5.8	6.6	5.0
Other Services: **				
Nontechnical	2.7%	2.2%	4.9%	4.0%
Technical	2.2	2.7	6.3	8.9
Professional	7.3	9.4	8.8	5.6
Homemaker: **	6.5%	5.2%	2.9%	9.6%

Note.--Students were asked to check no more than two areas of interest.

* Responses differ significantly at $p < .05$.
** Responses differ significantly at $p < .01$.

TABLE 65

RATINGS OF SELECTED REASONS FOR STUDENTS
DECISION TO ATTEND COLLEGE
BY COLLEGE CHOICE

Reason/College Choice	Rating: Very Important	Somewhat Important	Not Important
To prepare for a better paying job:			
JCCC	72.2%	25.7%	2.2%
Other	69.4	27.3	3.3
Undecided	69.5	27.9	2.6
Self-understanding and personal development:**			
JCCC	61.0%	36.0%	3.0%
Other	66.5	31.1	2.5
Undecided	55.4	41.0	3.7
To gain a general education and appreciation of ideas:*			
JCCC	58.6%	38.9%	2.4%
Other	62.1	35.5	2.5
Undecided	51.8	44.8	3.4
To prepare for a happy marriage and family life:**			
JCCC	51.9%	34.9%	13.2%
Other	41.5	43.9	14.6
Undecided	38.0	44.3	17.7
To develop ability to get along with different kinds of people:*			
JCCC	69.7%	26.8%	3.5%
Other	66.7	30.1	3.3
Undecided	58.7	36.6	4.7
Satisfaction of earning a degree:**			
JCCC	42.0%	47.7%	10.3%
Other	47.5	43.9	8.5
Undecided	37.8	48.4	13.8

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 65
(continued)

RATINGS OF SELECTED REASONS FOR STUDENTS' DECISION TO ATTEND COLLEGE BY COLLEGE CHOICE

Reason/College Choice	Rating		
	Very Important	Somewhat Important	Not Important
Parents want me to:			
JCCC	15.3%	43.0%	41.6%
Other	17.0	44.8	38.1
Undecided	16.7	44.7	38.6

TABLE 66

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS WHO CHOSE DIFFERENT COLLEGES

Reason/College Choice	Rating		
	Very Important	Somewhat Important	Not Important
Low Tuition:**			
JCCC	33.2%	46.8%	19.9%
Other	13.9	52.1	34.0
Undecided	25.6	55.3	19.1
Good academic reputation:**			
JCCC	46.1%	46.4%	7.5%
Other	64.3	30.8	4.8
Undecided	52.8	38.4	8.8
Advice of parents:			
JCCC	29.8%	42.7%	27.5%
Other	24.9	48.9	26.3
Undecided	24.9	50.6	24.5
Advice of friends:*			
JCCC	19.3%	51.7%	29.0%
Other	22.2	46.2	31.6
Undecided	16.1	56.9	27.0
Advice of counselor:**			
JCCC	16.6%	49.4%	34.0%
Other	16.3	43.8	40.0
Undecided	23.0	58.9	18.1
Advice of someone who attended:**			
JCCC	40.1%	39.2%	20.7%
Other	47.2	37.9	14.9
Undecided	41.6	49.6	8.8
Can live at home while attending:**			
JCCC	60.4%	24.0%	15.6%
Other	9.1	15.0	75.8
Undecided	14.6	38.5	47.0

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 66
(continued)

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS WHO CHOSE DIFFERENT COLLEGES

Reason/College Choice	Rating: Very Important	Rating: Somewhat Important	Rating: Not Important
Want to live away from home:**			
JCCC	15.9%	23.8%	60.3%
Other	30.0	40.3	29.8
Undecided	25.0	39.9	35.1
Near enough that I can visit home often:**			
JCCC	33.7%	36.0%	30.3%
Other	36.2	42.4	21.4
Undecided	30.8	48.0	21.2
College has special program I want:**			
JCCC	46.3%	34.6%	19.1%
Other	53.1	33.5	13.5
Undecided	65.3	25.9	8.8
Good selection of evening classes:**			
JCCC	25.9%	30.8%	43.3%
Other	5.8	24.0	70.2
Undecided	17.6	40.4	42.0
Good variety of courses to choose from:			
JCCC	57.4%	35.8%	6.8%
Other	59.9	33.1	7.0
Undecided	60.7	30.4	8.9
Good career program:			
JCCC	58.0%	32.3%	9.7%
Other	62.5	30.5	7.0
Undecided	62.5	32.3	5.2
Good liberal arts program:*			
JCCC	19.5%	40.4%	40.1%
Other	24.2	40.4	35.4
Undecided	18.6	49.2	32.2

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 66
(Continued)

RATINGS OF SELECTED REASONS FOR SELECTION OF SPECIFIC COLLEGE BY STUDENTS WHO CHOOSE DIFFERENT COLLEGES

Reason/College Choice	Rating		
	Very Important	Somewhat Important	Not Important
Able to work and attend college at the same time:**			
JCCC	74.3%	18.8%	6.9%
Other	34.1	32.2	33.7
Undecided	50.8	35.1	14.1
This college will help me develop job contacts:			
JCCC	53.1%	34.1%	12.8%
Other	55.1	35.6	9.4
Undecided	55.6	36.2	8.2
Possibility of academic scholarship for me:**			
JCCC	25.1%	38.5%	36.5%
Other	31.5	36.5	32.0
Undecided	34.0	43.9	22.1
Possibility of athletic scholarship for me:**			
JCCC	9.5%	21.8%	68.8%
Other	17.5	19.3	63.2
Undecided	25.8	31.6	42.6
Wanted to attend a church related school:**			
JCCC	2.9%	15.5%	81.6%
Other	7.5	12.5	80.0
Undecided	8.2	19.8	72.0
Relatives went there:**			
JCCC	7.9%	13.3%	78.8%
Other	15.3	18.0	66.7
Undecided	6.2	17.4	76.3

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 66
(continued)

RATINGS OF SELECTED REASONS FOR
SELECTION OF SPECIFIC COLLEGE
BY STUDENTS WHO CHOSE DIFFERENT COLLEGES

Reason/College Choice	Rating		
	Very Important	Somewhat Important	Not Important
Social and cultural opportunities:**			
JCCC	17.9%	43.6%	38.4%
Other	27.0	45.4	27.6
Undecided	19.5	49.4	31.1
Availability of housing:**			
JCCC	13.3%	28.0%	58.8%
Other	24.6	46.2	29.2
Undecided	22.0	50.6	27.4
Athletic programs:**			
JCCC	10.6%	22.3%	67.0%
Other	20.9	28.9	50.2
Undecided	27.7	28.9	43.4
Things I've read about the school:			
JCCC	25.5%	48.4%	26.1%
Other	40.4	44.1	15.6
Undecided	24.0	55.4	20.7

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 67

PLANS OF STUDENTS WHO WILL ATTEND DIFFERENT COLLEGES

Question	College Choice		
	JCCC	Other	Undecided
Where will you live while attending college?			
College Residence hall	7.1%	47.5%	27.1%
Fraternity or sorority house	3.6	21.3	16.1
In own apartment or house	30.6	22.4	40.1
In parents' apartment or house	57.1	5.8	14.4
Other	1.6	3.0	2.3
Highest degree intending to earn:**			
Do not plan to earn a degree	18.4%	8.7%	24.1%
Associate of Arts	19.6	6.8	12.3
Bachelor's	30.5	36.2	27.5
Master's	17.5	28.2	20.6
Doctorate or professional degree	13.9	20.1	15.5
Are you interested in general liberal arts education or in training for a specific occupation?			
General liberal arts	25.9%	28.9%	27.8%
Specific occupation	74.1	71.1	72.2

**Responses differ significantly at $p<.01$.

Note.--Some students who selected JCCC as their first college choice also indicated that they planned to live in a college residence hall or a fraternity/sorority house. Since these types of housing are not available at JCCC, these students either did not realize this or were indicating where they planned to live when they "went away to college".

TABLE 68

FINANCIAL CONSIDERATIONS FOR STUDENTS
WHO PLAN TO ATTEND COLLEGE
BY CHOICE OF COLLEGE

Question	College Choice		
	JCCC	Other	Undecided
Plan to work while attending college:**			
Yes, full-time	17.4%	3.6%	13.8%
Yes, part-time	69.7	49.9	63.7
Yes, summer only	11.8	40.0	18.7
No	1.1	6.5	3.8
Percent of expenses parents will provide:**			
Zero	17.1%	8.3%	16.3%
1-25%	16.0	12.9	19.7
26-50%	23.0	20.6	19.7
51-75%	23.0	28.2	23.8
76-100%	20.8	30.1	20.5
Need outside financial assistance to attend college:			
Yes	56.5%	52.8%	53.1%
No	43.5	47.2	46.9

**Responses differ significantly at $p<.01$.

TABLE 69

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would Like Extensive Training	Would Like Some Training	Not Interested
Accounting Clerk:**			
JCCC	11.8%	32.8%	55.4%
Other	8.5	27.4	64.1
Undecided	7.5	22.1	70.3
Not attending	4.6	19.8	75.6
Agricultural Studies:			
JCCC	3.0%	20.7%	76.3%
Other	6.4	19.7	73.9
Undecided	5.1	19.7	75.2
Not attending	5.3	22.8	71.9
Air Conditioning and Refrigeration:**			
JCCC	2.7%	6.2%	91.1%
Other	0.7	7.9	91.4
Undecided	2.7	10.5	86.9
Not attending	4.6	19.8	75.6
Automotive Mechanics:**			
JCCC	8.3%	27.7%	64.0%
Other	8.5	30.3	61.2
Undecided	14.6	31.9	53.5
Not attending	27.1	30.0	42.9
Business/Foreign Language:**			
JCCC	11.6%	30.4%	58.1%
Other	10.5	35.0	54.6
Undecided	8.5	23.8	67.6
Not attending	5.6	14.5	79.9
Carpentry:**			
JCCC	5.4%	22.6%	72.0%
Other	7.5	21.3	71.2
Undecided	10.5	24.8	64.7
Not attending	18.8	30.0	51.2

**Responses differ significantly at $p<.01$.

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TABLE 69
(continued)

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would Like Extensive Training	Would Like Some Training	Not Interested
Commercial Art:**			
JCCC	8.6%	29.3%	62.1%
Other	12.5	26.1	61.3
Undecided	8.5	20.9	70.6
Not attending	6.9	17.5	75.6
Commercial Photography:**			
JCCC	14.2%	36.6%	49.2%
Other	15.7	34.1	50.2
Undecided	12.7	29.2	58.2
Not attending	10.9	23.8	65.3
Cosmetology:			
JCCC	7.3%	17.5%	75.3%
Other	5.1	15.6	79.3
Undecided	4.6	15.6	79.8
Not attending	3.6	13.9	82.5
Data Processing:**			
JCCC	11.8%	29.8%	58.3%
Other	8.2	25.1	66.7
Undecided	6.8	22.4	70.8
Not attending	5.6	12.5	81.8
Dental Technologies:**			
JCCC	4.3%	12.9%	82.8%
Other	3.6	13.0	83.4
Undecided	3.6	11.9	84.4
Not attending	1.7	5.6	92.7
Dietetic Technician:*			
JCCC	2.4%	10.5%	87.1%
Other	2.8	11.3	85.9
Undecided	1.9	9.2	88.8
Not attending	1.0	4.6	94.4

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 69
(continued)

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would Like Extensive Training	Would Like Some Training	Not Interested
Drafting Technology:**			
JCCC	7.5%	12.6%	79.8%
Other	8.5	20.1	71.4
Undecided	8.3	18.2	73.5
Not attending	4.6	14.9	80.5
Early Childhood Education:			
JCCC	14.0%	29.6%	56.5%
Other	9.9	25.7	64.5
Undecided	8.5	21.7	69.8
Not attending	9.6	16.5	73.9
Electronics:			
JCCC	7.8%	23.7%	68.5%
Other	9.9	22.9	67.2
Undecided	10.7	28.0	61.3
Not attending	12.2	22.4	65.3
Emergency Medical Technology:**			
JCCC	10.5%	27.2%	62.4%
Other	9.5	23.3	67.1
Undecided	10.2	21.7	68.1
Not attending	5.6	16.5	77.9
Fashion Merchandising:**			
JCCC	15.3%	23.1%	61.6%
Other	10.8	18.0	71.2
Undecided	8.5	14.6	76.9
Not attending	8.9	11.6	79.5
Finance and Credit:**			
JCCC	8.6%	29.8%	61.6%
Other	6.9	27.9	65.3
Undecided	6.8	19.5	73.7
Not attending	5.0	16.5	78.5

**Responses differ significantly at $p<.01$.

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TABLE 69
(continued)

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would like Extensive Training	Would like Some Training	Not Interested
Fire Protection and Public Safety:*			
JCCC	4.8%	15.9%	79.3%
Other	3.3	15.0	81.8
Undecided	5.6	15.6	78.8
Not attending	5.0	21.8	73.3
Food Preparation and Service:			
JCCC	3.0%	16.1%	80.9%
Other	2.2	13.5	84.3
Undecided	4.4	13.6	82.0
Not attending	4.0	15.8	80.2
Home Management:**			
JCCC	8.3%	34.4%	57.3%
Other	7.4	31.9	60.6
Undecided	7.3	26.0	66.7
Not attending	12.5	22.4	55.0
Horse Care and Training:*			
JCCC	8.1%	15.6%	76.3%
Other	6.5	12.5	81.0
Undecided	5.8	13.9	80.3
Not attending	11.2	17.5	71.3
Hotel and Lodging:			
JCCC	3.8%	9.7%	86.6%
Other	3.1	7.8	89.1
Undecided	2.9	8.3	88.8
Not attending	4.3	11.9	83.8
Insurance Sales and Service:			
JCCC	3.8%	15.9%	80.4%
Other	3.6	13.1	83.3
Undecided	3.4	12.4	84.2
Not attending	4.3	8.3	87.5

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 69
(continued)

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would like Extensive Training	Some Training	Not Interest
Journalism/Advertising:**			
JCCC	9.4%	26.9%	63.7%
Other	15.1	26.1	58.8
Undecided	7.5	19.0	73.5
Not attending	6.9	10.2	82.8
Law Enforcement:			
JCCC	9.4%	17.2%	73.4%
Other	73.	22.3	70.4
Undecided	7.5	19.2	73.2
Not attending	8.6	19.5	71.9
Legal Assistant (Paralegal):**			
JCCC	7.5%	16.9%	75.5%
Other	6.2	18.7	75.1
Undecided	4.1	17.0	78.8
Not attending	4.3	7.6	88.1
Medical Lab Technology:**			
JCCC	7.3%	16.4%	76.3%
Other	8.2	15.8	76.0
Undecided	5.4	15.8	78.8
Not attending	2.0	6.6	91.4
Medical Records Technology:**			
JCCC	4.3%	12.4%	83.3%
Other	5.8	12.2	82.0
Undecided	3.9	11.2	84.9
Not attending	1.0	5.0	94.1
Mental Health Technology:**			
JCCC	8.6%	12.9%	78.5%
Other	8.7	16.5	74.8
Undecided	5.6	14.8	79.6
Not attending	3.0	7.6	89.4

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 69
(continued)

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would like Extensive Training	Would like Some Training	Not Interested
Metalworking:**			
JCCC	6.7%	12.1%	81.2%
Other	4.6	13.9	81.4
Undecided	9.5	18.0	72.5
Not attending	13.5	25.1	61.4
Nursing:			
JCCC	6.2%	15.9%	78.0%
Other	5.8	10.8	83.4
Undecided	5.1	11.2	83.7
Not attending	2.6	11.6	85.8
Occupational Therapy Assistant:**			
JCCC	2.4%	15.9%	81.7%
Other	4.3	12.7	83.0
Undecided	2.4	8.8	88.8
Not attending	2.0	6.6	91.4
Optical Technician:*			
JCCC	2.4%	9.4%	88.2%
Other	2.6	6.9	90.6
Undecided	1.2	7.3	91.5
Not attending	1.0	3.6	95.4
Physical Therapy Technology:**			
JCCC	7.0%	13.4%	79.6%
Other	8.2	15.6	76.2
Undecided	3.9	13.1	83.0
Not attending	4.0	5.9	90.1

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 69
(continued)

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would like Extensive Training	Would like Some Training	Not Interested
Plumbing:**			
JCCC	3.8%	9.9%	86.3%
Other	2.8	10.2	87.0
Undecided	5.1	13.4	81.5
Not attending	9.2	20.8	70.0
Press Operator:**			
JCCC	1.6%	8.3%	90.1%
Other	1.5	7.7	90.8
Undecided	1.2	8.0	90.8
Not attending	4.6	12.2	83.2
Real Estate:			
JCCC	6.5%	18.3%	75.3%
Other	5.1	18.9	76.0
Undecided	4.6	15.1	80.3
Not attending	6.3	13.5	80.2
Recreational Leadership:*			
JCCC	6.7%	18.0%	75.3%
Other	7.5	20.0	72.5
Undecided	5.8	17.3	76.9
Not attending	5.3	12.2	82.5
Respiratory Therapy:**			
JCCC	2.7%	13.2%	84.1%
Other	3.8	9.9	86.3
Undecided	1.2	10.9	87.8
Not attending	1.3	5.6	93.1

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

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TABLE 69
(continued)

INTEREST OF STUDENTS WITH DIFFERING COLLEGE CHOICES
IN RECEIVING TRAINING IN SELECTED CAREER AREAS

Career Area/College Choice	Would like Extensive Training	Some Training	Not Interested
Sales/Marketing Management:**			
JCCC	15.9%	21.8%	62.4%
Other	14.9	23.5	61.7
Undecided	12.2	17.3	70.6
Not attending	10.6	18.2	71.3
Secretarial:**			
JCCC	14.2%	24.5%	61.3%
Other	7.2	18.7	74.1
Undecided	8.3	14.6	77.1
Not attending	11.2	17.2	71.6
Technical Writing:			
JCCC	2.7%	12.4%	84.9%
Other	4.2	13.1	82.7
Undecided	3.2	10.2	86.6
Not attending	5.6	10.2	84.2
Tool and Die Maker:			
JCCC	2.4%	6.7%	90.9%
Other	2.0	7.0	91.1
Undecided	2.9	9.0	88.1
Not attending	5.3	14.9	79.9

*Responses differ significantly at $p<.05$.
**Responses differ significantly at $p<.01$.

TABLE 70

LEVEL OF INFORMATION STUDENTS
WITH DIFFERING COLLEGE CHOICES
HAVE REGARDING JOHNSON COUNTY COMMUNITY COLLEGE

Question	College Choice			
	JCCC	Other	Undecided	Not Attending
Have been on JCCC campus:**				
Yes	78.0%	73.2%	60.0%	48.8%
No	22.0	26.8	40.0	51.2
Have seen or heard JCCC advertising:**				
Yes	88.9%	85.5%	83.6%	79.0%
No	11.1	14.5	16.4	21.0
Know someone who has attended JCCC:**				
Yes	92.6%	91.1%	83.1%	74.8%
No	7.4	8.9	16.9	25.2
How much know about JCCC:**				
Quite a bit	13.0%	10.5%	5.5%	3.3%
A little bit	53.3	44.9	34.1	30.6
Not very much	30.4	37.3	45.3	41.2
Nothing	3.3	7.4	15.2	24.9

**Responses differ significantly at $p<.01$.

TABLE 71

IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE
FOR STUDENTS WITH DIFFERING COLLEGE CHOICES

Characteristic/College Choice	Rating				
	Excellent	Good	Average	Below Average	Poor
School to prepare for transfer:**					
JCCC	25.3%	58.5%	15.6%	0.6%	0.0%
Other	12.1	53.4	30.5	2.9	1.1
Undecided	9.1	47.8	40.1	1.1	1.9
Not Attending	9.5	49.6	35.6	3.4	1.9
School to develop job skills:**					
JCCC	24.9%	50.3%	23.2%	1.7%	0.0%
Other	7.9	44.8	40.1	6.4	0.8
Undecided	7.2	50.1	38.8	3.0	0.8
Not Attending	10.9	46.1	39.5	1.9	1.6
Academic reputation:**					
JCCC	20.7%	62.7%	16.3%	0.3%	0.0%
Other	11.2	55.2	30.9	2.2	0.5
Undecided	11.5	48.2	36.4	2.4	1.5
Not Attending	5.8	51.7	37.1	2.5	2.9
Quality of instruction:**					
JCCC	24.9%	55.6%	19.3%	0.3%	0.0%
Other	11.4	54.0	32.9	1.3	0.5
Undecided	9.8	52.6	34.6	1.8	1.2
Not Attending	8.2	54.3	31.3	2.5	3.7
Variety of courses offered:**					
JCCC	37.2%	47.4%	14.8%	0.6%	0.0%
Other	21.8	47.0	28.6	2.3	0.4
Undecided	15.2	51.8	30.5	1.5	0.9
Not Attending	19.2	45.3	29.4	3.3	2.9
Social life:**					
JCCC	15.8%	48.0%	30.1%	4.4%	1.8%
Other	8.6	33.9	41.8	11.1	4.6
Undecided	8.6	36.4	45.6	5.5	4.0
Not Attending	11.1	41.2	38.3	5.3	4.1

**Responses differ significantly at $p<.01$.

TABLE 71
(continued)

IMPRESSIONS OF JOHNSON COUNTY COMMUNITY COLLEGE
FOR STUDENTS WITH DIFFERING COLLEGE CHOICES

Characteristic/College Choice	Rating				
	Excellent	Good	Average	Below Average	Poor
Extracurricular activities:**					
JCCC	12.6%	44.4%	36.0%	6.1%	0.9%
Other	9.7	31.7	41.5	14.2	3.0
Undecided	12.2	32.3	47.0	5.6	2.8
Not Attending	14.4	38.7	37.4	5.8	3.7
Convenience of location for you:**					
JCCC	68.5%	23.4%	7.0%	0.6%	0.6%
Other	60.5	25.9	10.6	1.7	1.2
Undecided	43.6	32.0	20.5	1.5	2.4
Not Attending	31.6	37.7	23.9	2.8	4.0
Counseling services:**					
JCCC	20.9%	49.7%	28.5%	0.9%	0.0%
Other	10.5	42.0	44.1	2.0	1.3
Undecided	6.6	43.7	45.9	1.9	1.9
Not Attending	8.5	45.1	40.0	3.4	3.0

**Responses differ significantly at $p<.01$.

TABLE 72

RATINGS OF JOHNSON COUNTY COMMUNITY COLLEGE
BY EXTENT OF KNOWLEDGE STUDENTS HAVE ABOUT JCCC

Rating	Extent of Knowledge About JCCC			
	Quite a Bit	A Little Bit	Not Much	Nothing
As a transfer school:**				
Excellent	35.7%	16.2%	7.5%	4.9%
Good	52.4	59.7	49.0	31.5
Average	9.5	22.6	39.7	51.7
Below Average	1.2	1.1	2.9	4.9
Poor	1.2	0.4	0.9	7.0
As a place to learn job skills:**				
Excellent	36.3%	11.9%	6.6%	5.1%
Good	45.2	52.3	44.1	34.8
Average	15.5	32.6	43.7	47.1
Below Average	1.8	3.0	5.2	8.0
Poor	1.2	0.1	0.4	5.1
Academic reputatuion:**				
Excellent	29.5%	13.8%	7.0%	8.0%
Good	56.0	61.4	51.4	29.6
Average	11.4	23.4	38.9	49.6
Below Average	1.2	1.0	2.4	5.6
Poor	1.8	0.3	0.3	7.2
Quality of instruction:**				
Excellent	34.8%	15.3%	6.2%	8.0%
Good	47.0	59.5	53.0	34.4
Average	16.5	23.3	39.0	48.0
Below Average	0.0	1.3	1.4	3.2
Poor	1.8	0.5	0.3	6.4
Variety of courses offered:**				
Excellent	42.9%	27.5%	15.5%	9.7%
Good	39.3	50.2	49.1	36.3
Average	15.5	21.3	32.2	42.7
Below Average	1.2	0.9	3.0	4.0
Poor	1.2	0.1	0.2	7.3
Social Life:**				
Excellent	18.0%	10.8%	8.6%	7.9%
Good	39.5	42.7	35.5	23.0
Average	26.9	33.9	47.2	53.2
Below Average	10.8	9.3	5.7	5.6
Poor	4.8	3.2	3.0	10.3

**Responses differ significantly at $p<.01$.

TABLE 72
(continued)

RATINGS OF JOHNSON COUNTY COMMUNITY COLLEGE
BY EXTENT OF KNOWLEDGE STUDENTS HAVE ABOUT JCCC

Rating	Extent of Knowlege About JCCC			
	Quite a Bit	A Little Bit	Not Much	Nothing
Extra-curricular Activities:**				
Excellent	20.7%	12.1%	7.9%	12.8%
Good	32.9	38.5	35.0	20.8
Average	34.8	36.3	46.0	51.2
Below Average	7.9	11.0	9.0	8.0
Poor	3.7	2.1	2.1	72.
Convenience of location:**				
Excellent	70.7%	61.6%	46.1%	34.4%
Good	18.6	27.7	32.5	23.4
Average	7.2	8.0	18.5	32.8
Below Average	1.2	1.8	1.4	2.3
Poor	2.4	0.9	1.5	7.0
Counseling Services:**				
Excellent	26.4%	13.1%	6.4%	7.3%
Good	43.6	48.2	43.5	26.6
Average	25.2	36.0	47.3	57.3
Below Average	2.5	1.8	2.0	2.4
Poor	2.5	0.8	0.8	6.5

**Responses differ significantly at $p<.01$.

TABLE 73

INFLUENCE OF CONTACT AND EXPOSURE TO ADVERTISING ON PERCEIVED KNOWLEDGE OF JCCC

		Quite a Bit	A Little Bit	Not Very Much	Nothing
Have been on campus:**					
Yes	(N=1297)	12.0%	52.4%	31.8%	3.9%
No	(N= 624)	2.2	20.5	51.4	25.8
Have been exposed to advertising:**					
Yes	(N=1626)	10.0%	45.9%	37.2%	6.8%
No	(N= 293)	2.0	20.5	43.7	33.8
Know someone who attended:**					
Yes	(N=1670)	9.9%	46.1%	37.7%	6.3%
No	(N= 247)	1.6	14.6	40.9	42.9

**Responses differ significantly at $p<.01$.

SURVEY OF JOHNSON COUNTY HIGH SCHOOLS
JUNIORS AND SENIORS
1978

What is your sex? _____Female _____Male

What is your grade? _____Junior _____Senior

How long have you lived in Johnson County?

_____Less than 1 year
_____1 - 2 years
_____3 - 5 years
_____6 - 10 years
_____Over 10 years

What are your present plans while in high school?

_____To leave high school before I graduate
_____To develop job skills
_____To prepare for education or training beyond high school
_____I am not sure

What is your grade point average:

in English? _____A _____B _____C _____D

in Mathematics? _____A _____B _____C _____D

Overall? _____A _____B _____C _____D

Have you decided what type of job you would like to have ten years from now?

_____Yes
_____No

How satisfied are you with the amount and type of help you have received from your high school in career planning?

_____Very satisfied
_____Satisfied
_____Not satisfied
_____Did not receive any help

Would you like more information about different career choices?

_____Yes
_____No

Do you feel that *too much* emphasis is currently being placed on choosing a career while in high school?

_____Yes
_____No

GO TO PAGE 2

In which of the following types of jobs would you be most interested when you are ready to begin working full-time? (Please check no more than two spaces on this page).

AGRIBUSINESS/ENVIRONMENT AND RELATED SCIENCES
_____Non-technical (e.g., farm worker, grounds maintenance, floral designer, etc.)
_____Technical (e.g., research assistant, tree surgeon, greens keeper, etc.)
_____Professional (e.g., geologist, biologist, oceanographer, etc.)

COMMUNICATIONS/MEDIA, AND RELATED
_____Non-technical (e.g., typewriter repairer, cameraman, display worker, etc.)
_____Technical (e.g., press operator, graphic artist, disc jockey, etc.)
_____Professional (e.g., journalist, TV director, performer, etc.)

CONSTRUCTION, INDUSTRIAL, MECHANICAL, AND RELATED
_____Non-technical (e.g., custodian, truck driver, assembly line, warehouse, laborer, etc.)
_____Technical (e.g., carpenter, plumber, tool and die worker, surveyor, mechanic, etc.)
_____Professional (e.g., engineer, supervisor, architect, etc.)

HEALTH RELATED
_____Non-technical (e.g., orderly, nurse's aide, animal caretaker, etc.)
_____Technical (e.g., L.P.N., dental assistant, lab assistant, etc.)
_____Professional (e.g., doctor, pharmacist, R.N., dentist, etc.)

OFFICE, CLERICAL, BANKING AND RELATED
_____Non-technical (e.g., teller, switchboard, receptionist, mailroom, etc.)
_____Technical (e.g., secretary, loan officer, management trainee, etc.)
_____Professional (e.g., accountant, computer programmer, administrator, etc.)

SALES AND RELATED
_____Non-technical (e.g., department store clerk, small appliances, model, etc.)
_____Technical (e.g., insurance, real estate, etc.)
_____Professional (e.g., store manager, buyer, stock broker, market researcher, etc.)

SOCIAL SERVICES, EDUCATION AND RELATED
_____Non-technical (e.g., postal worker, library aide, etc.)
_____Technical (e.g., teacher's aide, paralegal, etc.)
_____Professional (e.g., teacher, lawyer, psychologist, etc.)

PROTECTIVE SERVICES
_____Non-technical (e.g., security guard, watchman, etc.)
_____Technical (e.g., police, fire protection, etc.)
_____Professional (e.g., FBI, CIA, forensics, ballistics specialists, etc.)

OTHER SERVICES (FOOD, LODGING, PERSONAL, TRAVEL, ETC.)
_____Non-technical (e.g., waiter, frycook, flight attendant, manicurist, etc.)
_____Technical (e.g., chef, maitre'd, barber, travel agent, mechanic, etc.)
_____Professional (e.g., manager, master chef, pilot, etc.)

_____HOMEMAKER

_____OTHER (Please fill in:_____)

GO TO PAGE 3

How important are each of the following to you?

	Very Important	Somewhat Important	Not Important
Being successful in a job.	_____	_____	_____
Being a good speaker	_____	_____	_____
Being able to write well	_____	_____	_____
Choosing the right job	_____	_____	_____
Being a good citizen	_____	_____	_____
Appreciating art and music	_____	_____	_____
Being a good parent.	_____	_____	_____
Developing a strong set of values.	_____	_____	_____
Making lots of money	_____	_____	_____
Understanding history.	_____	_____	_____
Being able to understand people.	_____	_____	_____
Understanding politics	_____	_____	_____
Being in good physical shape	_____	_____	_____

Check the highest grade level completed by each of your parents:

FATHER		MOTHER
_____	Grade School or less.	_____
_____	Some High School.	_____
_____	High School Graduate.	_____
_____	Vocational or Technical School. . . .	_____
_____	Some College.	_____
_____	College Graduate.	_____
_____	Advanced Degree (M.A., Ph.D., etc.) .	_____

Do you plan to attend college either full-time or part-time?

_____Yes, definitely. Right after graduating from high school
_____Yes, definitely. But plan to wait a year or more after finishing high school
_____Possibly will attend

(If you have checked any of the above three, *SKIP PAGE 4 AND GO TO PAGE 5)*

_____No. Definitely do *NOT* intend to go to college. *(CONTINUE ON TO PAGE 4)*

COMPLETE THIS PAGE IF YOU DEFINITELY DO NOT INTEND TO GO TO COLLEGE.

What do you plan to do after you leave high school?

_____Enter the military service
_____Go to vocational, technical, business or trade school
_____Become a full-time homemaker
_____Go to work full-time (Specify position:_____)
_____Enter apprenticeship training (Specify type:_____)
_____Have not decided

How important are the reasons listed below in your decision not to go to college?

	Very Important	Somewhat Important	Not Important
Parents do not want me to go	_____	_____	_____
Guidance counselor advised me not to go. .	_____	_____	_____
College does not offer the kind of training I want.	_____	_____	_____
Cannot afford to go to college	_____	_____	_____
Do not feel that I am cut out for college.	_____	_____	_____
Am getting or already am married	_____	_____	_____
Do not like school	_____	_____	_____
Job I want does not require college education.	_____	_____	_____
College is a rip-off	_____	_____	_____
Feel that I am not prepared well enough for college	_____	_____	_____
Transportation--No college close enough to me	_____	_____	_____

How much time per week would you be willing to spend on **job related training** after you finish high school?

_____ 5 Hours or less per week
_____ 6 - 10 Hours per week
_____ 11 - 15 Hours per week
_____ Over 15 Hours per week
_____Do not want this type of training

How long would you want **job related training to last?**

_____1 Month or Less
_____2 - 3 Months
_____4 Months or more
_____Do not want training

Have you ever considered attending a Community College?

_____Yes, which one (Specify:_____).

_____No.

SKIP PAGES 5 AND 6 - GO TO PAGE 7

COMPLETE THIS PAGE IF YOU PLAN TO ATTEND COLLEGE OR ARE CONSIDERING DOING SO.

How important are each of the following reasons for you deciding to attend college?

	Very Important	Somewhat Important	Not Important
To prepare for a better paying job.			
Self understanding and personal development .			
To gain a general education and appreciation of ideas			
To prepare for a happy marriage and family life			
To develop ability to get along with different kinds of people.			
Satisfaction of earning a degree.			
Parents want me to.			

What is the first college you plan to attend?

Name: _____ Location: _____

How important are the following reasons for your choosing the college you did rather than some other college?

	Very Important	Somewhat Important	Not Important
Low tuition.			
Good academic reputation			
Advice of parents.			
Advice of friends.			
Advice of Counselor.			
Advice of someone who attended			
Can live at home while attending			
Want to live away from home.			
Near enough that I can visit home often. . .			
College has special program I want			
Good selection of evening classes.			
Good variety of courses to choose from . . .			
Good career program.			
Good liberal arts program.			
Able to work and attend college at same time.			
This college will help me develop job contacts.			
Possibility of academic scholarship for me .			
Possibility of athletic scholarship for me .			
Wanted to attend a church related school . .			
Relatives went there			
Social and cultural opportunities.			
Availability of housing.			
Athletic programs.			
Things I've read about the school.			

GO TO PAGE 6

COMPLETE THIS PAGE IF YOU PLAN TO ATTEND COLLEGE OR ARE CONSIDERING DOING SO.

Where will you live while attending college?

_____College residence hall
_____Fraternity or sorority house
_____In your own apartment or house
_____In my parents' apartment or house
_____Other (Specify:_____)

If you plan to attend a community college, do you plan to transfer to a four-year college later?

_____Yes (Please specify which college:_____)
_____No
_____Do not plan to attend a community college

What is the highest degree you intend to earn?

_____Do not plan to earn a degree
_____Associate of Arts (2 year degree)
_____Bachelors
_____Masters
_____Doctorate or professional Degree

Are you more interested in receiving a general liberal arts education or in training for a specific occupation?

_____General liberal arts
_____Specific occupation (Specify:_____)

Do you plan to work while attending college?

_____Yes, full-time
_____Yes, part-time
_____Yes, summers only
_____No

What percent of your educational or living expenses do you think your parents will provide when you attend school?

_____Zero
_____ 1 - 25%
_____26 - 50%
_____51 - 75%
_____76 -100%

Will you need any kind of financial assistance (e.g., scholarship, a work-study job, etc.) from anyone besides your parents to attend college?

_____Yes
_____No

GO TO PAGE 7

EVERYONE PLEASE FILL OUT PAGES 7 AND 8

Would you be interested in receiving training in any of the areas listed below?

	Would like Extensive Training	Some Training	Not Interested
Accounting Clerk			
Agricultural Studies			
Air Conditioning and Refrigeration			
Automotive Mechanics			
Business/Foreign Language			
Carpentry			
Commercial Art			
Commercial Photography			
Cosmetology			
Data Processing			
Dental Technologies			
Dietetic Technician			
Drafting Technology			
Early Childhood Education			
Electronics			
Emergency Medical Technology			
Fashion Merchandising			
Finance and Credit			
Fire Protection & Public Safety			
Food Preparation and Service			
Home Management			
Horse Care & Training (Equine Studies)			
Hotel and Lodging			
Insurance Sales and Service			
Journalism/Advertising			
Law Enforcement			
Legal Assistant (Paralegal)			
Medical Lab Technology			
Medical Records Technology			
Mental Health Technology			
Metalworking			
Nursing			
Occupational Therapy Assistant			
Optical Technician			
Physical Therapy Technology			
Plumbing			
Press Operator			
Real Estate			
Recreational Leadership			
Respiratory Therapy			
Sales/Marketing Management			
Secretarial			
Technical Writing			
Tool and Die Maker			
Other (Specify: _____ _____)			

GO TO PAGE 8

WE WOULD LIKE TO KNOW ABOUT YOUR OPINIONS OF JOHNSON COUNTY COMMUNITY COLLEGE (JCCC). PLEASE HELP US BY ANSWERING THE FOLLOWING QUESTIONS AS FRANKLY AND HONESTLY AS YOU CAN.

Have you ever been on the JCCC campus? _____Yes _____No

Have you ever seen or heard any advertising about JCCC? _____Yes _____No

Do you know anyone who has attended JCCC? _____Yes _____No

How much would you say you knew about JCCC?

_____Quite a bit _____A little bit _____Not very much _____Nothing

How would you rate JCCC as a school to prepare for transfer to a four-year college?

_____Excellent _____Good _____Average _____Below Average _____Poor

How would you rate JCCC as a school to prepare for a career and learn job skills?

_____Excellent _____Good _____Average _____Below Average _____Poor

What is your impression of JCCC in the following areas?

	Excellent	Good	Average	Below Average	Poor
Academic reputation					
Quality of Instruction.					
Variety of courses offered. . . .					
Social Life.					
Extra-curricular activities . . .					
Convenience of location for you .					
Counseling services					

Do you plan to live in the metropolitan Kansas City area after you finish school?

_____Yes
_____No
_____Undecided

THANK YOU FOR TAKING THE TIME TO HELP US. WE SINCERELY APPRECIATE IT.

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